DOCUMENT RESUME

ED 175 545 PS 010 824

AUTHOR Sloan, Sara
TITLE From Classroom to Cafeteria: A Nutrition Guide for Teachers and Managers. Revised Edition.
INSTITUTION Fulton County Schools, Atlanta, Ga.
PUB DATE Apr 78
NOTE 153p.
AVAILABLE FROM NUTRA, P.O. Box 13825, Atlanta, Georgia 30324 ($7.50; make checks payable to Sara Sloan)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Class Activities; *Curriculum; Elementary Secondary Education; Foods Instruction; Health Education; *Learning Activities; *Lunch Programs; *Nutrition; *Nutrition Instruction; Relevance (Education); *Staff Role
IDENTIFIERS *Recipes

ABSTRACT

This guide is designed to encourage and stimulate school nutrition managers to cooperate with classroom teachers in an active nutrition education program. The suggestions in the guide have been experienced and tested in the Fulton County Schools of Atlanta, Georgia. Contents of the chapters cover the following: (1) an outline of the roles of classroom teachers, the school nutrition director, and the school nutrition manager in promoting a successful school nutrition program; (2) a list of general suggestions and grade-level activities for learning about nutrition in the classroom and cafeteria; (3) a compilation of classroom-cafeteria learning experiences which have been successfully conducted in the Fulton County Schools; (4) a copy of a letter addressed to classroom teachers from the Director of the School Food Services in the Fulton County Schools which outlines various "fun learning experiences for correlating classroom projects with nutrition education"; (5) a brief description of the nutritional value of and procedures for growing sprouts; (6) a "show and tell" collection of short pieces sent by teachers concerning activities and reactions to activities they conducted on nutrition; (7) a compilation of menus of foreign cuisine; (8) a brief handout on "sugarholics"; (9) a compilation of newspaper clippings and fliers on classroom projects concerning nutrition which were conducted in the Fulton schools; and (10) a reference list of books, sources of materials and articles, filmstrips and slides on nutrition and health. (Author/SS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED175545

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

FROM CLASSROOM TO CAFETERIA . . . .

A NUTRITION GUIDE FOR TEACHERS AND MANAGERS

SARA SLOAN

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sara Sloan

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

FOOD SERVICE PROGRAM
FULTON COUNTY SCHOOLS
786 CLEVELAND AVENUE, S.W.
ATLANTA, GEORGIA 30315

REVISED April 1978

PS 010824

Copyright © 1978 by Sara Sloan
All rights reserved.
This book may not be reproduced in whole
or in part without permission.

First Printing Copyright © 1959
Second Printing Copyright © 1969
Third Printing Copyright © 1978

SOS Printing, Inc.
Atlanta, Georgia

ACKNOWLEDGEMENTS

To the Food Service Managers, Classroom Teachers, and Principals of Fulton County Schools for their cooperation, assistance and inspiration.

To the greatest office staff for dedication and faithful service.

OTHER PUBLICATIONS BY AUTHOR . . . .

A GUIDE FOR NUTRA LUNCHES AND NATURAL FOODS

FOOD SERVICE PROGRAM HANDBOOK

FORTHCOMING PUBLICATIONS . . . . . .

A GUIDE FOR NUTRA BREAKFAST

YUK TO YUM COOKBOOK

JOHN DIAMOND, M.D.
376F JEFFREY PLACE
VALLEY COTTAGE, N. Y. 10989

May 11, 1978

Ms. Sara Sloan, Director
Food Service Program
Fulton County Board of Education
786 Cleveland Avenue, S.W.
Atlanta, Georgia 30315

Dear Ms. Sloan:

You are doing one of the most important jobs in the country today! You are giving new hope to our society!

We are getting sicker and sicker. Most of us expect that throughout our life we will gradually deteriorate, and develop one serious disease after another, one of which will ultimately kill us. At least 25% of us are going to suffer from a coronary occlusion. At least 25% of us are going to get cancer. And it has been said that 80% of us will get diabetes -- if we live long enough to get it.

We have lost the ability to realize that going from one major degenerative disease to another, until one ultimately kills us, is not part of our heritage. We can no longer see that this deadly pattern is the legacy of the nutritional state in which we live, and an indication of how that state is affecting our overall attitude and responsibility towards our own health, and towards health care.

Even in my time in practice of medicine, and in my relatively brief period on this earth, I have seen a frightening deterioration in the health and attitude towards health in our society. When I was in school, for example, there was only one boy in our class who had severe acne. The worst that the rest of us ever had was an occasional blemish or two, nothing of major concern. And certainly no girls I saw had acne. And our nutrition in those days wasn't good -- it was just somewhat better than it is at the present. Today, it seems that every teenager has acne. I feel so upset when I see all these young people with acne and its scars covering their faces, and I realize the difficulties they are going to have throughout their lives staying healthy. They are already so potentially sick through malnutrition!

I also see an increasing number of young people with deformed palatal arches, with increasing need for extensive orthopedic procedures if they are to maintain any level of normal dental, and therefore, overall health throughout their lives. And we know that probably the most frequent cause of this deformity is the poor state of the mother's nutrition when she was carrying the baby.

(continued)

JOHN DIAMOND, M.D.
378F JEFFREY PLACE
VALLEY COTTAGE, N. Y. 10989

And there are so many other examples that I could give...

And then, I think: "What are the children of these young adults going to be like, if their parents, at this young age, are already so malnourished and disease-prone?" The outlook is frightening.

You are our hope. You are offering an alternative. You are providing a program of life and health to what I hope will be all children in our country. Your voice is answering the billions of dollars of television advertising and fast-food promotion. You are answering a developing social more which is killing us.

I am most pleased by the fact that you realize and are subtly teaching that nutrition is not just a question of what you eat, but of your overall attitude. You are not only giving examples of life-giving food, but you are also imparting a respect for our bodies, an attitude of rightness and reverence, an understanding that wholesome food will nourish us mentally, spiritually and physically, and that the junk food with which most children come in contact will ultimately destroy them.

And you are also trying to show that our approach to what we eat should not be in terms of what appeals to the palate -- because taste is molded by society, and therefore, by advertising -- but rather, by what is good for us. You are teaching the difference between hedonism and healthful living, between seeking what is pleasurable in life, and seeking what is healthy and wholesome. This is a very basic lesson. There is nothing more important for our children to learn.

You are offering a choice, an alternative, an example, in terms of nutrition, but more importantly, in terms of a whole attitude towards life. You are giving children a respect for life!

I wish you every success, and please be assured that I shall do whatever I can to further your work throughout the country.

Sincerely yours,

John Diamond, M.D.

JD:vr

TABLE OF CONTENTS

I. INTRODUCTION..... 1

Organization of the Guide..... 2

Objectives..... 3

II. PERSONS RESPONSIBLE FOR THE SCHOOL NUTRITION PROGRAM. 4

A. Nutrition Program..... 4

B. School Nutrition Director..... 4

C. School Nutrition Manager..... 6

III. SUGGESTIONS FOR ACTIVITIES FROM CLASSROOM TO CAFETERIA..... 8

A. General Suggestions..... 8

B. Grade Level Activities..... 16

Lower Elementary Grades..... 16

Upper Elementary Grades..... 18

Middle, Junior and Senior High Level..... 19

IV. MODELS FOR EXPERIMENTATION..... 23

V. NOTICE TO THE CLASSROOM TEACHER..... 28

VI. THE LIVE GREEN FAST FOOD..... 34

VII. SHOW AND TELL..... 39

VIII. SURVEYS..... 67

IX. NUTRA LUNCH..... 69

X. WORLD WIDE MENUS..... 70

XI. SUGARHOLIC..... 102

XII. CLASSROOM PROJECTS.....104

XIII. REFERENCE LIST.....125

I. INTRODUCTION

It is generally recognized that nutrition is the foundation of good health; and that the food a child eats plays an important role in shaping his future. To attain good nutrition a child must be taught to make good food selections and to apply this knowledge in everyday life.

Learning what to eat and why is an essential part of a child's education. Even one good meal a day makes a difference in a child's mental, physical, and emotional alertness. Although the home has the chief responsibility for the general health and well-being of the child, the school plays an important role in nutrition education. Persons responsible for the education of children should work together to create opportunities for children to practice good nutrition. Learning opportunities should be based on the interests and needs of the child in order to be effective. Learning takes place when children become actively involved in their own food needs and the desire to improve their eating habits. Learning must be constant from the first grade through high school and on into adult life.

It is generally agreed that the classroom teacher is the logical person to guide learning experiences for children in the elementary school. The teacher who believes in nutrition realizes that what she does is more potent than what she says. Research has shown that children do not forget when they reach high school if good food selection has been instilled in the elementary grades.

The School Nutrition Program provides for endless learning experiences from "classroom to cafeteria" in order to instill the concepts of good nutrition. The purpose of the School Nutrition Program is to provide nutritious meals at a price that all children can afford and to create experiences with food which help to mold good habits.

Concepts of nutrition are not automatically learned by exposure, they become a part of the child when experiences and knowledge are made alive and real. Happy, pleasant experiences with food at school tend to influence the child's choices away from school. The lunch served at school should provide at least one-third of the daily dietary allowances recommended by the National Research Council for Children.

ORGANIZATION OF THE GUIDE

The guide is designed to encourage and stimulate School Nutrition managers to cooperate with classroom teachers in an active Nutrition Education Program. The potential of the School Nutrition Program is enhanced when the noon hour becomes an extension of the curriculum.

The services of the manager strengthen the "team approach" which is necessary for the Nutrition Program to become a friendly, meaningful activity. Managers are enthusiastic when involved in total school activities that increase the awareness of good nutrition and physical fitness. The manager who practices good nutrition realizes that what she does is more effective than what she says.

The suggestions outlined in the guide have been experienced and tested in the Fulton County Schools. They have been found to be effective in developing an active Nutrition Program.

Roles of persons responsible for Nutrition Education are defined realizing that methods used in developing projects will vary from school to school. General suggestions are given to allow for flexibility in adapting to the needs and interests of the group.

Grade level activities are outlined for elementary schools along with innovations for middle and senior high schools.

Successful classroom-cafeteria learning experiences have been included in the Models for Experimentation.

The potential of the School Nutrition Program is as great as the expanse of the imagination.

OBJECTIVES

1. To provide guidance for School Nutrition Managers in Working With Classroom Teachers to promote sound Nutrition Education for children.

2. To recognize the School Nutrition Program as a natural basic facility for expanding educational experiences for children.

3. To realize the School Nutrition Program is an extension of the educational curriculum.

4. To encourage the cooperation of the home, school, and community in guiding children toward better nutrition as a way of life.

II. PERSONS RESPONSIBLE FOR THE SCHOOL NUTRITION PROGRAM

A. Role of the Classroom Teacher

The success or failure of the scope of the School Nutrition Program depends upon effective cooperation of classroom teachers. The teacher who believes in nutrition, realizes that what she does is more potent than what she says. The teacher who is nutritionally aware:

1. Coorelates educational concepts of the School Nutrition Program with classroom experiences.

2. Recognizes the School Nutrition Program as an active laboratory for nutrition and health learning experiences.

3. Promotes a "Teacher-Pupil Nutrition Committee" to work with the Manager in determining methods of promoting the effectiveness of the Nutrition Program.

4. Encourages the practice of good eating habits both at school and in the home.

5. Without teacher cooperation, most School Nutrition Programs lose interest and are not as effective for boys and girls.

B. Role of the School Nutrition Director in Working with Managers

The Director creates an awareness among managers of the learning opportunities for children available through the School Nutrition Program. Essential and necessary ingredients to open the doors to these opportunities are interest, curiosity, enthusiasm, imagination, motivation and the courage to try something new.

The Director releases the potential of the manager by:

1. Encouraging managers to "help" themselves, to feel confident and secure when working with classroom teachers by keeping their approach simple and direct.

2. Serving as the liason person between manager, principal, teacher, parent, and central office staff. These persons are kept informed of the services rendered by the manager.

3. Preparing a letter to parents to be used by the individual schools explaining the objectives and operation of the program.

4. Planning for meetings with principals, teachers, and managers to organize, promote, and evaluate units for learning experiences. Effective participation occurs when schedules are coordinated and understood.

5. Assembling resource materials, guides, publications, visual aids, consultants, and specialists.

6. Providing recognition for satisfying experiences.

7. Involving managers in decision making procedures through the democratic group process.

8. Encouraging managers to believe in themselves and to grow professionally.

The Director channels all activities through the Principal. The Principal is the administrator of the school and the person responsible for the education and welfare of the students. Generally, the School and Nutrition Program reflects the spirit of the Principal.

C. The Role of the School Nutrition Manager

The manager plays an important role in helping to perpetuate and strengthen learning opportunities for children. Frequently she is the only person who sees each child every day. For many children the manager assumes a "mother" image when a happy, personal and friendly environment is associated with eating.

There can be no greater satisfaction than serving wholesome nutritious food to children. Managers receive the basic facts of nutrition through training courses -- they learn what constitutes a good diet in terms of foods, food combinations and food groups.

In order to unleash learning opportunities in the School Nutrition Program, managers must possess:

1. A genuine liking for children and an active concern for their welfare.
   a. Learn the names of children and their ages.
   b. Learn their likes and dislikes. (Example: The satisfying experience of receiving a smile of silent thanks from a small child.)
   c. Gain the confidence and respect of children.
   d. Listen -- encourage children to express their opinions regarding the food and nutrition program.
2. Motivation for improving nutrition of children.
3. A positive, enthusiastic and cheerful attitude. "Nothing succeeds like success."
4. A functional knowledge of what constitutes good nourishing food.

a. Food must be colorful, appetizing, and attractively served.

b. A knowledge of food groups and classification of foods is essential.

c. Children will eat when food is tastefully prepared and attractively served.

Sir Gregory stated, "Knowledge is like energy. Knowledge is like a rock set up on a shelf. It does no harm and it does no good so long as it rests there, but let somebody jar the shelf and let the rock fall off and then something happens." [1] How do we "Knock the Knowledge off the Shelf?" [2]

---

[1] Gregory, Richard, (Quoted by John R. Murlins,) National Nutrition Conference for Defense, 1941.

[2] Eppright, Ercel, Mattie Pattison, and Helen Barbour, Teaching Nutrition (second edition; Ames, Iowa: Iowa State University Press), 1963.

III. SUGGESTIONS FOR ACTIVITIES FROM CLASSROOM TO CAFETERIA

Activities and experiences for learning opportunities should be kept simple and direct. Learning takes place when:

(1) Students are actually involved.

(2) Experiences are related to familiar objects in everyday life.

(3) Students are challenged to find out "why?"

(4) Experiences are kept at the students' level of maturity.

A. General Suggestions

1. Kitchen Tours

a. Purchasing

(1) Explain the quantities of food purchased and how the manager knows the amount to purchase (milk, meats, fruits, vegetables, staple items, etc.)

(2) Check labels on canned foods to see where foods are produced. Compare packaging materials, cartons, crates, etc. Study additives and synthetic preservatives. Compare water packed and syrup packed fruits for nutritive value.

(3) Explain the cuts of meat used in menus.

(4) Chart the number of cartons of milk purchased and how much milk costs. Show how milk is cooled, weighed and tested before delivery to school. Study about the varieties of milk: Raw certified, low fat, homogenized, buttermilk, Acidophilus, and goat's milk. Learn to make butter and cheese.* Compare calcium content of yogurt, cream, cottage or cheddar cheese with milk.

b. Processing

(1) Explain the weighing of food and checking of invoices. Children can check invoices for errors.

(2) Discuss the operation of the steamer and why food is steamed. How can food be steamed at home?

*Recipes appear in "Yuk To Yum Cookbook."

(3) Compare foods in storeroom for being dried, pickled, smoked, or canned.

c. Production

(1) Explain weights and measures -- spoons, cups, quarts, and gallons.

(2) Observe large equipment in operation, the costs of equipment, repair of equipment, etc.

(3) Discuss the personnel involved in food production, introduce the local staff, etc.

(4) Discuss the metric system. Taste plus nutrition are part of the new math.

d. Storage

(1) Explain why foods must be kept off the floors in the storerooms.

(2) Visit a commercial freezer locker where foods are stored.

(3) Visit the dairy and wholesale suppliers or invite these persons to visit classrooms.

e. Serving

(1) Observe plate waste of young children which is reported by older children.

(2) Maintain observations on portions served and have discussion on portion control.

(3) Evaluate lunch menus.

(4) Compare desserts. Chart the cost and nutrients of sugar versus honey. Compare cost and nutrients of cakes versus fresh fruits.

(5) Clock children going through the serving line.

f. Sanitation

(1) Visit classrooms to discuss the food handler permits, health rules, why uniforms are worn, why plastic gloves are used in serving food, and why visitors are not allowed in the food preparation area.

(2) Explain health inspection permits.

2. Menu Planning

a. Manager visits the classroom to explain the menu meal patterns and to discuss food groups. Children are asked to plan menus to serve at school. Posters, art displays and murals on menus and food groups are exhibited in the cafeteria.

b. Manager assists older children in planning a luau when tropical countries are studied.

c. Fresh fruit juice is compared with carbonated drinks for nutritive value, cost and palatability.

d. Manager asks children to suggest ways to use cottage cheese and yogurt in lunch menus and the nutritive value of these foods.

e. Manager meets with Student Council representatives in middle and high schools to explain the choices of menus served:

a. Hot Line features the regular lunch.

b. Fast Food Line features on alternate days hamburgers, pizzas, sandwiches, fish burgers, or soup as the main dish item along with salad, and the fruit of the day.

c. A Trim A Pound Lunch is available for weight-watchers, consisting of salad greens, sprouts, cheese strips, sliced cold meat or egg, tomatoes, fresh fruits, choice of low calorie dressings and/or yogurt, cottage cheese.

d. Karry-Out Lunch is an all disposable quick pick-up lunch packed either in a box or paper bag container.

e. Nutra Lunch (Nutra Newsletter - see Appendix)

High schools offer a Serve Yourself Salad Bar for salads, dressings and sandwich making.

3. Tasting Parties and Panels

Tasting parties are conducted to introduce new foods and healthful snacks. Bite-size samples are served to children to taste. An example follows:

> Manager discusses the nutritive value of a food that is new and unusual -- where this food is grown, etc. Bite-size samples are served to children. When the class plans the lunch menu, this food is served.

4. Foreign Menus

Plan with children and teacher to serve menus from foreign countries. Use colorful place mats and table decorations. (See World Wide Menus.) Plan for personnel to dress in costumes. Feature the menu in the language of the country. Display objects in the cafeteria from country.

5. Display USDA Foods

Show where the food is produced, how and why foods are received for School Nutrition Programs, the value of the food -- dry milk, bulgur, corn meal, peanut butter, flours, rolled oats, and cheese. Children enjoy planning treats and snacks from these foods.

6. Food Experiments

Conduct animal feeding experiments to show the effects of a well-balanced lunch and an empty calorie lunch; compare coffee and soft drinks versus milk. Manager furnishes foods for experiments.

(See The Meadows Nutrition Animal Experiment.)

7. Better Breakfast Units

Manager assists classes in planning and serving a nutritious breakfast in the cafeteria. Children plan the menu, buy the food, arrange the table setting, decorations, room preparations, and send invitations to parents as guests. Children appoint a clean-up committee.

8. Breads

a. Children study the varieties and uses of flours - whole wheat, unbleached, soy, rye, triticale, potato, peanut and buckwheat. Compare the nutritive value of enriched flour and flour made from the whole wheat berry and soy flour.

b. Feature a variety of whole grains. Study the nutritive value of cracked wheat, wheat berries, millet, brown rice, rolled oats, buckwheat groats, bulgur. Sprout wheat berries. (See sheet on Super Sprouts).

Compare brown rice with polished white rice for nutritive value and cost.

Compare white bread and whole wheat bread. What does enriched mean?

Check the sugar content of commerical cereals.

c. Manager explains the story of yeast and how it is made into bread. The word yeast means yas -- to boil. Children visit the kitchen to view breadmaking, to study the cost of purchased bread and school baked bread. The varieties of yeast such as compressed versus dry yeast.

d. Children "make" bread in the classroom with ingredients supplied by the manager. Bread is baked in the lunchroom and served to children at lunch. (Jelly is made using honey in classroom on hot plate, stored in "baby food jars" and served with hot bread and butter in the cafeteria.) Children make aprons and bakers' caps to wear when studying breads.

e. Manager places in storeroom the different kinds of breads to develop molds for study.

f. Manager explains the variety of breads served at school:

Cinnamon Buns. Sweet buns which were developed first in Philadelphia.

Parkerhouse Rolls. A popular roll named for the Parker House in Boston.

Biscuits. A staple menu item in America.

Corn Pone. As prepared by early settlers, bread made from meal and water and baked in a pan was called "Corn Pone." When this same dough was covered with ashes and baked in an open fire it was called "Ash Cake." When the dough was baked on a hoe or a shingle over a fire it was called a "Hoe Cake."

Doughnuts. Doughnuts or "Oily Cakes" were introduced by the Pennsylvania Dutch.

Pound Cake. Originally from Great Britain. They received their name from the fact that all ingredients used in the recipe were measured by the pound.

Gingerbread. Identified with the Western frontier and Smoky Mountains where molasses was the chief sweetening agent available.

9. Television Programs.

Manager acts as moderator for a panel of children on the Food Groups. Children make "live" food models for display on TV and in the cafeteria using a fresh pineapple, cabbage, grapefruit, green peppers, lemons and oranges. (These are "dressed" to look like people.)

10. Surveys

Managers plan with children to promote diet and snack surveys, to chart the amount of protein, Vitamin C, dark green leafy vegetables, served and eaten at lunch. (Attached Student Surveys - See examples)

11. National School Lunch Week

National School Lunch Week and special occasion meals such as holidays, Teacher Appreciation Day, and American Education Week are highlighted in the cafeteria with classrooms rotating the table and bulletin board decorations. Have School Clerk's Appreciation Day.

12. Finances

Manager discusses the financial aspects of the lunch program -- why we collect money, where payment for lunch comes from, banking procedures and why records are important.

13. Special Occasion Meals

Manager coordinates plans with the classroom teacher and principal to invite parents, civic and community leaders, school officials to eat lunch at school.

The School Nutrition Program strengthens public relations for the total school and promotes community interest for good nutrition.

a. Send menus home and provide favorite recipes from the cafeteria in family portion size.

b. Invite parents to "Open House" and have lunch at school.

c. Participate in American Education Week and focus on the food and nutrition program.

d. Serve a Daddy's Buffet or Daddy's Breakfast -- each child invites his father or granddaddy or uncle for lunch. Use red checked table cloths.

e. Feature Birthday Luncheons -- children and teachers who have had birthdays during the month sit at a "special" table and receive special recognition.

f. On Halloween manager and principal dress in Halloween costumes, visit classrooms with a bushel basket of treats. The menu for the day features "Witch's Brew."

g. Promote holidays such as: Thanksgiving, Christmas, Lincoln's Birthday, St. Valentine's Day, Washington's Birthday, Leap Year (Gold Digger's Salad), St. Patrick's Day, April Fool's Day, Easter, May Day and Mother's Day (invite Mother to lunch).

h. Feature "Foreign Food Festivals," "Wild West Day", "Georgia Lunch," "Superintendent's Lunch." Prepare a regional recipe book.

i. Participate in "Heart Week" and plan low-cholesterol menus.*

j. Promote"Dental Health Week"every week. Study the effect of nutrition on teeth and cavities. The effect of chocolate milk on teeth.

14. Unnecessary Expenses

Manager prompts class units to study the cost of broken dishes and lost silverware. Pre-cost breakfast and lunch menus.

15. Special Programs

Manager is available for programs with parents, faculty study groups, and civic groups. Tours for parents of first graders, parents of newcomers, and parents of students entering high school, are arranged by the manager to introduce them to the objectives of the program. Simple refreshments are served.

16. News Bulletins and Radio Spots

Manager supplies information for weekly news bulletins regarding breakfast and lunch menus, suggested recipes for evening meals, and marketing tips.

17. Faculty Brunch

Manager serves a Faculty Brunch during pre-planning week to acquaint teachers with the School Nutrition Program. Simple refreshments are provided for teachers during their "free" period. School baked treats for faculty meetings and "extras" for Teacher Appreciation Day stimulate interest and cooperation for the Nutrition Program.

* (See attached sheet.)

18. Principal's Party

Manager provides special treats for the Principal's Party held once a month for all classes with high participation.

19. Elementary School teachers have "Mini Nutrition" time to discuss menus and nutrition topics. High School Principals have "Mini Nutrition" time on the public address system at least two (2) times a week with "Nutra-Blurps".

20. Grade Level Activities

Lower Elementary Grades

1. Children invite manager to visit the "Eat, Drink, and Be Merry Store", in their classroom. They make aprons and hats to wear. Puppets of fruits and vegetables are made by children. Managers help to furnish cans and boxes for the store.
2. "Our Vegetable Friends," featuring Letty Lettuce, Patty Potato, Sammy Squash, Tillie Tomato, Betsy Beet, Corney Corn, and Cora Cabbage, are displayed in the cafeteria.
3. Manager instructs children where to find trays, silver, napkins, and straws. They are shown how to use these utensils, and to open their milk.
4. Children plant seeds for sprouting in a 1/2 pint garden in a jar. Manager serves at lunch the vegetables the children have grown in their organic vegetable garden. A taste-test on salad greens of stems, leaves, and roots is planned. Plan a school organic garden. Study composting. Make pictures of garden. Plan a display.
5. Manager discusses social behavior with children -- the art of pleasant conversation, happy emotions, good manners, hosts and hostesses.

6. Children feature posters, "Are You a Bird-Size Eater or a Jumbo-Size Eater?" in the cafeteria. A train made by children, "Speed to Healthville", features real live avocados, artichokes, butternut squash, sweet potatoes, fresh pineapple and red peppers,
7. Manager visits classrooms:
   a. "Lollipop Vegetable Party", where vegetables in bite-sized pieces are placed on toothpicks for the children.
   b. "Bunny Rabbit Party", where a small wheelbarrow has vegetables and greens for the children to taste.
   c. "Fruit Basket Party", bite-sized bits of fruit for tasting.
8. Manager provides simple snacks planned by children. Fresh peanut butter* is made using a peanut butter machine.
9. Children make "real live" figures for decorating the serving line -- broccoli, carrots, squash, fresh pineapple, limes, lemons and oranges. Manager treats children to fruits and vegetables the day before it is served in the cafeteria.
10. Manager demonstrates how a "tossed salad" is made. The variety of salad greens that can be used. Children plan the dressing using low calorie recipes.
11. Children write "thank you" letters to staff during National School Lunch Week.
12. Manager talks to children about the importance of cleanliness of hands and tables in the cafeteria.
13. Children study the story of maize, how it is produced, the nutritive value and uses in menus. Popcorn is served as a treat.

* Recipes appear in "Yuk To Yum Cookbook."

Upper Elementary Grades

1. Children act as hosts and hostesses in cafeteria.
   a. Older children serve as "Big Brothers" or "Big Sisters" to younger children helping them with straws, silver, milk cartons, and table etiquette.
   b. Older children plan with teacher and manager to hold a tasting party for younger children.
2. Organize an "Explorer's Club" to introduce new foods for lunch menus. Start a "Garden in a Jar" experiment. See Super Sprouts.
3. Sponsor a "Food of the Week" campaign -- display in cafeteria posters and samples for tasting.
4. Select music to be played in the cafeteria during lunch.
5. Plan with teacher and manager to serve a breakfast. Survey children for breakfast habits. Invite parents to breakfast.
6. Provide a "Snack Cart" for older children to serve younger children iced fruit juices, milk, school baked cookies, fresh peanut butter and popcorn, etc. Chart the cost and nutritive value of store bought granola and granola made in class.
7. Study food costs, food selection and manners in cafeteria. Make a survey of plate waste and unpopular foods on lunch menu.
8. Discuss sanitation and bacteria growth with children. Children may study samples and discuss the importance of cleanliness.
9. Children visit cafeteria to study souring of milk, pasteurization of milk, and the making of buttermilk with USDA dry milk.
10. Supply foods for children to test for starches, sugars, fats and cereals.
11. Children plan and organize a "Health Fair" or "Food Fair" for display in the cafeteria.

12. Plant a "tree" in the cafeteria. Use bright leaves showing participation in the lunch program by classes.
13. Plan a display for the library on nutrition and health. Collect books, pamphlets, newspaper clippings, interesting notebooks, etc.
14. Discuss the importance of Vitamin C in the daily diet. Children plan menus featuring Vitamin C rich foods.
15. Children soak chicken bones in a vinegar solution obtained from the cafeteria to note the softening of bones due to calcium absorption by the vinegar.
16. Children chart the nutritive value and compare costs of polyunsatuated oils to saturated oils and fats. How to make "Nutritional Butter"*
17. Children study the variety of cheeses - the differences in pasteurized and natural cheese. How to make Ricotta and Cottage Cheese.* Study Yogurt and kefir - what is Acidophilus (?)
18. Dry beans as a source of protein. Make a display of the kinds of dry beans and how they complement each other in the diet. Chart how many ways the neglected soybean can be used in nutrition.
19. The Forgotten Nuts and Seeds - why nuts and seeds are important in the diet. List the varieties of nuts and seeds available. Sprout sunflower seeds or alfalfa seeds. (See Super Sprouts) Study sesame seeds as a source of calcium.
20. Study and compare labels. Chart nutritional labeling. What is an elmulsifier? Make a list of additives, preservatives and artificial colors used in foods.
21. Plan holiday treats using honey or molasses for sweeteners.

Middle, Junion and Senior High Level

Foods for health, beauty and physical fitness are stressed for the junior and senior high school students. Students are more sophisticated

* Recipes appear in "Yuk To Yum Cookbook".

and require an approach that will gain their confidence and an understanding of their needs and eating habits.

Dr. Evelyn Spindler, Federal Extension Service Nutritionist, states, "If we are to motivate teen-agers, first we must learn to understand them; second, we must base our approach on some of the things a teen-ager wants, and show how good nutrition is related to these things; we need to involve the teen-ager in solving the problem".[3]

The manager who supplies the food that teen-agers enjoy as well as foods that meet their nutritional needs, creates a sociable atmosphere for practicing good habits. Suggested techniques for encouraging students to participate include:

1. Teen-age Nutrition Clubs and Student Council Groups to work with principals, teachers, and managers toward such innovations as:
   a. Staggered lunch schedules
   b. Senior priveleges and tables for Seniors
   c. Choices of menus within the Federal framework
   d. "Extras" such as bread, butter, salads, choice of relishes, salad dressings, salad bars.
   e. Music in the cafeteria
   f. Art displays in the cafeteria. Conduct "Talent Hunts".
   g. Menus and "Nutra Blurps" over the public address system.
   h. Faculty who eat in the cafeteria, but who do not patrol.
2. Informal meetings with the manager to discuss their likes and dislikes and to provide feed back.
   a. Alternatives to using meat as a source of protein.

---

[3] Spindler, Evelyn, School Lunch and the Curriculum, Bureau of Services, School Lunch Branch, West Virginia Department of Education.

3. A Nutrition Committee of students to encourage decoration of the cafeteria for special occasions, to plan menus, and serve as a "Clean-up Squad" when students forget.

   Example: During a luau menu featuring a study of Hawaii, pretty girls dress in grass skirts put milk on the trays in the serving line.

4. Team Training Tables -- During football and basketball season, a special table is featured for the teams. Girls decorate the tables and serve the boys salad greens, milk, etc. Banners are used to decorate the cafeteria.
5. Special clubs and musical combos are featured in the cafeteria.
6. Surveys conducted by the students -- action is good but there should be a reason for the action:
   a. Plate waste is observed, but what is the outcome? Involve students in planning and decisions. How to cut waste for ecological benefit.
   b. Evaluate lunch menus, compare cost and nutritive value of school lunch and commercial lunches.
   c. Compare desserts, especially chocolate versus fresh fruit.
   d. Figure cost of carpentry and minor repairs.
   e. Clock students going through the line. When there is a delay, find out the reason.
7. A ballot box for students to "vote" for their favorite menus.
8. Special occasion festivities include:
   a. Halloween, Thanksgiving, and Christmas -- White tablecloths at Thanksgiving, red or gold ones at Christmas. Use proper silverware and napkins; this adds to the occasion.
   b. "Homecoming Day" -- Students receives a choice of two (2) desserts for the price of one.

c. International Day -- Different menus from foreign countries are featured during the week.

9. Students conduct surveys to find out "why"?
   a. Social and physical problems in the cafeteria and suggestions for making the area more attractive are solicited.
   b. Eating habits of students who do not participate in the lunch program are analyzed.
   c. Nutritional labeling and why some additives and preservatives are problems to students.
   d. The liquid breakfast - low calorie high protein breakfasts using the blender.
10. Students write articles on the School Nutrition Program for the school newspaper with interviews of personnel. Prepare handbooks or leaflets on food and nutrition program.
11. The effect of smoking on Vitamin C. Why smokers become bone snappers. Why battle the pill bottle? Are you a"sugarholic"?
12. How a change in outlook results in a change in looks.
13. Students study cells and how seeds relate to cell growth as live, unpolluted food. Start sprouting. Sample a sprout sandwich using whole grain breads. (See Super Sprouts.)
14. Promote ecological awareness - the preservation of earth, wildlife, water and energy sources. Encourage gardening and composting.
15. Plan a survey on accidents and eating habits.

IV. MODELS FOR EXPERIMENTATION

1. Activities from Classroom to Cafeteria

School Nutrition relates to:

a. Cultural and Social Values. Desirable behavior -- children develop rules of conduct for waiting in line and at the table regarding the treatment of others and voicing of likes and dislikes of food; entertaining luncheon guests.

b. Science. Classes visit kitchens to study simple machines, motors, gears, cleaning abrasives, thermometers, scales, insulation, drainage, and how to save energy. How are accidents prevented?
Study cooking utensils, stainless steel, aluminum, pyrex, glass, iron, woods and metal. Study changes in food -- on exhibit are fresh strawberries, frozen strawberries, strawberry juice, syrup and jam.

c. Mathematics. Food cost problems, collecting lunch money, selling tickets, change-making, calories, graphs -- plate waste, participation, recipes (enlarging for quantity and reducing to family size), weights and measures, cost of broken dishes and lost silverware, records (comparing invoices and prices from vendors), and money saved on school baked breads. Conduct a "Lucky Plate Day."

d. Social Studies. Tours of storeroom and freezers, origins of foods, ethnic foods, study labels, and foreign menus. Study foods native to Georgia. Interview local food producers. Make field trips to local markets, farms, dairies, bakeries and storage plants.

e. Art. Illustrate menus, lunchroom posters in classrooms, colorful posters, mobiles, bulletin boards, art displays featuring weaving, ceramics, wood carvings and murals. Prepare attractive name tags and badges for guests, hosts and hostesses.

f. Music. Prepare musical programs during holiday seasons. Provide authentic music for Foreign Menus. Conduct "Song Fests" during the lunch hour.

2. Projects

a. Sixth graders plan a Japanese Festival. Everyone dresses in Japanese kimonas. The cafeteria is decorated with rice paper and Haiku verses made up by the children. The manager and her staff prepare chicken chow mein, noodles and rice, tomato juice cocktail, fortune cookies, relishes, ambrosia and tea with milk. Everyone sits on the floor. Bamboo products and items made in Japan are displayed on tables in the cafeteria. Bamboo poles are hung at the entrance of the cafeteria. The manager and her staff wear Japanese hats. Parents are invited as guests to enjoy the festivities.

b. As a culmination to a unit of study on Latin America, the seventh graders plan a Mexican meal. The manager helps the students plan a lunch that is typical of the food of the Latin American countries. The menu, written in Spanish and posted in the cafeteria includes:

Patel de tamal (Tamale Pie)
Ensalada Mejicana (Mexican Salad)
Frijoles horneados Mejicana (Mexican Baked Beans)
Postre - manzanos razas (Dessert - Red Apple)
Leche (Milk)

To lend the festive atmosphere colorful pictures, painted by students, are hung in the cafeteria. The table decorations are miniature Mexican hats made of clay and decorated with colorful fringe.

The seventh grade students wear Mexican costumes and Spanish music is played for each group during lunch. Photographers of local newspapers are invited to take pictures and write news articles about the activity.

c. Manners classes for first graders are given with the cooperation of the classroom teacher. Things to talk about and explore might be:

1. Using a napkin -- to keep napkins in their laps and to use the napkin to remove food from faces and hands.
2. Using silverware properly -- when to use fingers for "finger foods."
3. Chewing foods -- to chew slowly and with mouths closed in order to digest food properly and to get a better taste and flavor of foods. Why we do not exchange food.
4. Sitting in chairs -- learning to sit properly to feel better and to keep from having accidents in chairs.
5. Washing hands.

d. Experimenting with Taste and smell

Purpose:

1. To find out how much difference in our reaction to potato, celery, onion, and apple, is due to smell, sight as well as taste.
2. To find out if taste and smell are closely related.
3. How sensitive our tongues are to smoothness and roughness.
4. To see how our taste buds react to the four different tastes -- sweet, sour, bitter and salty.

Materials Used:

1. Foods
   a. Cottage and Ricotta Cheese

b. Cheddar Cheese

c. Apples

d. Onions

e. Celery

f. Lettuce

g. Potato

h. Green Beans

i. Lemon, lime and orange

j. Sugar

k. Honey, dried fruits, molasses, maple syrup

2. Liquids

a. Water -- small amount with sweetener added.

Water -- large amount with sweetener added. Examine water under a microscope.

b. Tea -- sweetened and unsweetened. The use of herb teas.

c. Milk and buttermilk, yogurt, kefir and Acidophilus.

3. Other materials:

a. Blindfold

b. Clothespin

c. Q-Tips

Results:

1. Part of what you call taste is often smell.
2. Basic tastes are often in combination to give the taste to foods such as cheese or apples.
3. Taste comes from chemicals in the food. Sometimes they are only a small part of the food as in fruits, vegetables and meats.

4. *Things can only be tasted that are dissolved either in water or saliva.*
5. *Taste buds are on tongues. On those toward the front of the tongue sweet things are tasted. Bitter things are tasted on the back of the tongue and sour and salty on the sides of tongue.*
6. *Tongues are sensitive to rough and smooth foods.*
7. *The sensitivity of tongues can be explored and how hot and cold effect taste and smell (such as hot and cold bread).*

NUTRITION IS FUN FOR CHILDREN AS WELL AS ADULTS . . .
BECAUSE EVERYONE LIKE TO EAT.

TO: Classroom Teachers

FROM: Mrs. Sara Sloan, Director School Food Services

RE: Fun Learning Experiences for correlating classroom projects with Nutrition Education.

Fulton County School libraries have on display the following reference guides:

1. From Classroom to Cafeteria, A Nutrition Guide For Teachers And Managers.
2. A Guide For Nutra Lunches And Natural Foods.
3. Yuk To Yum Cookbook

The fun learning experiences for classroom projects are suggestions taken from the above guides.

Learning takes place when:

a. Students are actually involved.
b. Experiences are fun and are related to familiar objects.
c. Students are challenged to find out "why".
d. Experiences are kept at the students level of maturity.

*All recipes and many more appear in the "Yuk To Yum Cookbook" featuring classroom to cafeteria to home cooking.

FUN PROJECTS

1. Arrange a "live" display of beans, seeds, nuts, pastas and berries for a feel and touch session. Talk about why "brown is beautiful". Use dried beans, egg shells, and pasta for art displays by students.

2. Keep a daily or weekly diet diary report card and check for proteins, carbohydrates, fats, minerals and vitamins. Include snacks. Use the diet diary report card for choosing food wisely.

3. Look at tap water under a microscope. Discuss spring, well, distilled and mineral waters.

4. Start sprouting. Plant a pot. Students bring pint jars. The nutritive value of sprouts is studied. What is wheat grass? Sprouts are grown for "take home" or to serve in cafeteria at lunch time. Display jars of beans and seeds in library and cafeteria. (See section in Guides on Super Sprouts - The Live Fast Food.) Try a sprout sandwich. Ask your Manager to show you how to make a sprout sandwich.

5. Study labels. Compare water packed and syrup packed fruits for food value. Make a list of artificial additives and preservatives and list reasons why they are used. What are "hidden" additives?

6. Arrange a display of the varieties of milks, compare the cost and nutritive value of raw certified, low fat, buttermilk, homogenized, Acidolphilus and goat's milk. Why chocolate milk is undesirable. (See research in the Nutra Guide.)

    a. Plan a trip to Mathis Certified Dairy.
    b. Learn to make sweet butter.* Try making yogurt.* Have a cheese tasting party. Find out about kefir and tofu. Have a tasting snack.

c. Visit the school kitchen to observe bread making. Plan to make mini loaves of bread,* to serve with butter.

7. Compare varieties of sweeteners for cost and nutritive value: Refined white sugar, sugar cane, honey, molasses, maple syrup, dried fruits, fresh fruits (applesauce, pineapple, bananas.) What does refined sugar do to the body? Check the sugar content of commercial cereals and chart for content and cost. Make granola.* Study the honey comb - chew for fun. Plan a party with cookies and treats made using honey or maple syrup and dried fresh fruits. What is the difference in filtered and unfiltered honey? What are good foods for back packers and campers? Sample the Nutra Snack Pack.*

8. Study the digestive enzymes the body needs and where to get them in foods. What destroys enzymes? Use papayas for a tasting party. Discuss the melons, pinapple and avocado. Where do we get minerals for the body. Find out what a hair analysis tells about minerals.

9. Feature a display of whole grains - wheat, rye, buckwheat, millet, cracked wheat, bulgur, grits, Kasha, rolled oats and corn meal. Try yummy oatmeal. Compare cost and nutritive value of brown rice, quick rice, white polished rice and Saffron rice. Compare white bread and whole grain bread, chart cost and nutrients. What does enriched mean? Obtain a mill for grinding flour.

10. Discuss nitrites and nitrates. Why are these used and in what foods are they found? What do they form in the body?

11. Make peanut butter* and plan to serve as a protein food. Check the foods used in the Nutra Snack Pack: Peanuts, raisins, carob, sunflower seeds, toasted soybeans, dried fruits and dates. What is the difference between carob and chocolate? Does chocolate contain caffeine? What is added to some commercial peanut butter that is not needed by the body?

12. Compare potato chips, which are without additives or preservatives? How are potato chips made? Compare with a fresh potato. How many ways can potatoes be served. Check for nutritive value and cost in such items as "Helpers" and extenders. What are some tricks used by stores to promote these products?

13. What are the nutrients the body needs daily and how do we obtain these in the lunches served:

    a. At school.
    b. At Fast Food eating places.
    c. At restaurants and cafeterias.

    What happens to foods exposed to air, heat and water? How are germs spread in food handling? Why do we wash hands? Do we swap food? Invite a doctor or public health nurse to discuss health, diet, immunizations, physical check-ups, exercise and fitness.

14. Discuss fruits, fruit juices - canned, frozen and fresh. Compare with commercial soft drinks for cost, nutritive value, and contribution to the diet. Make fruit nut bars.* Make a "Green Drink"* using sprouts, parsley, mint, pineapple or apple juice. Serve a Banana Snack.* Invite a dentist or dental hygienist to discuss nutrition and dental health.

15. Visit the zoo, humane society, and/or botanical gardens. Make reservations to visit. Find out about the "Adopt An Animal Program". What animals are endangered? Why should we "Be Kind To Animals"? Discuss household pets for care and feeding. Compare animal cereal and people cereal for nutritive value and costs on the label. Why do dogs eat grass? Do cats or dogs need the most protein? How do we protect animals, plants and wildlife? Why do birds like sunflower seeds? Plan an animal care and training course. Discuss careers in animals. Display photos of pets. Invite a veterianarian to visit your class.

16. Organize an organic garden using "compost" from the school kitchen. Study seeds. Plant salad greens to be served in the cafeteria. Invite a horticulturist from the County Extension Program to visit your class. Visit the Farmers Market. How are eggs produced? What is a fertile egg? Place a whole egg in fresh lemon juice solution. See what happens in a few days. Place a chicken bone in vinegar. Cover and see what happens in a few days. Study Nature's Food Supplements such as herbs: Parsley, comfrey, basil, rosemary, thyme, olantain, alfalfa and ginseng. Compare parsley and iceberg lettuce for food value. Plan and serve in the cafeteria a "Do It Yourself Salad"*.

17. Chart acid and alkaline foods. What is the desirable balance in the body? What foods supply cellular growth?

18. Discuss fiber foods and why the body needs fiber or roughage in the diet? Plan a display of salt: Plain, iodized, sea, kosher and vegetable. What is dextrose and why is it in salt?

19. Study the effects of light on health for humans, animals and plants - sunshine, fluorescent, sun lamps, light bulbs and "gro" lights. Read Health And Light by Dr. John N. Ott (Devin - Adair Publishing Company.)

20. Plan and serve Foreign Menus - France, Spain, Sweden, Africa, Holland, Israel, China, Italy, Scandinavia, Germany, England, Middle East, International and Out Of This World. (See World Wide Menus.) Plan menus for "Have A Heart" to be served during February Heart month. (See Show and Tell) Plan a Jeans Brunch. Plan regional favorites using the following:

New England Chowder
Boston Baked Beans
Southern Spoonbread
New Orleans Creole Rice
Shrimp Jambalaya
Mountain Trout
Mexican Tacos and Frijoles
Western Stew
Louisiana Artichoke
Irish Potatoes
Italian Spaghetti
Brazil Nuts
Swiss Cheese
Maine Lobster
Georgia Peaches

What effect does one's basic beliefs have on eating? Find out about Mormons, Jewish, 7th Day Adventist, Vegetarians, Indians and Lenten customs. Plan an Indian meal serving fresh cranberries, whole oranges and lemons for cranberry relish. Serve near Thanksgiving time.

21. Student Nutrition Clubs:

a. Chart fat content of Nutra lunches and regular lunches.
b. Plan an ecological awareness program.
c. Survey food likes and dislikes and give the report to Managers.
d. Keep diet report card. Have the Manager or Home Economics teachers do the "scoring".
e. Start Sprouting the Live Fast Food.
Try a Sprout sandwich filling on Pita bread. Plan a display of seeds, soil and lights in the biology department and/or cafeteria.

S
M
C
Super
Sprouts

SUPER SPROUTS .....

SPROUTS ARE SUPER!

Sprouting not only saves energy and money but provides super nutrition for the family. Sprouting is economical in that it requires small space and very little time and provides a lot of fun and pleasure for young and old alike.

The Chinese have been sprouting for over 5000 years. Sprouting produces live, healthy, convenience food that is unpolluted and free of pesticides and preservatives.

Seeds, grains and beans contain within them the power to produce and sustain life. When given the right amount of moisture, heat and light, they germinate and multiply and grow. As they germinate and grow the seeds produce a tiny shoot or sprout which contains usable proteins, vitamins and minerals. Vitamin C is increased by 500 times in sprouting. Sprouts are crisp and crunchy, add fiber to the diet and are ideal for dieters and backpackers. As sprouts turn green, they develop chlorophyll - an element much needed by the body.

Sprouts can replace expensive salad greens in salads, can be used in main dishes, Tacos, vegetables, sandwiches, soups and in drinks. Grind sprouts to use in breads. Fresh sprouts speed up the leavening action in breads. (Never eat potato sprouts.)

The most popular seeds, grains and legumes for sprouting are Alfalfa seeds, Mung beans, Soybeans, Watercress, Lentils, Radish, Sunflower Seeds, and Wheat berries. Buy only untreated seeds and avoid all chemically treated seeds. Try mixing 1/4 cup Alfalfa with 1 tablespoon radish or cress.

Seeds should be stored dry and kept in a dry place in an airtight container.

A wide mouth glass jar is ideal for sprouting - the pint, quart, half gallon, or gallon size jar. Measure seeds and pick over them. Broken seeds will ferment. Wash seeds and place in jar. Use four (4) cups of water to 1 cup of seeds. (less for small jars - 1 tablespoon seed in a pint jar.)

Place a piece of cheesecloth or netting over the mouth of the jar and secure with a rubber band.

Soak seeds overnight. Drain and save vitamin rich liquid for soups or for watering plants.

(By adding 1 teaspoon of kelp to soaking water, the mineral content of sprouts is increased.)

Rinse seeds thoroughly. Drain off all excess water. Leave the cheesecloth intact and rinse seeds thoroughly with cool to lukewarm water. Turn jar to an angle and drain off water thoroughly.

Place jar on its side and keep fairly dry but not without air for the first day or so. Cover with towel or paper bag to provide darkness.

Rinse in the morning and evening for the first several days of sprouting until sprouts get to the desired length. Drain. When they are about ready to eat, place them in sunlight or under a plant artificial light to become "greener" magic. Keep turning jar until each side is green. If they are placed in direct sunlight, do not leave for any length of time as they will burn.

When green has developed, sprouts are then ready to be rinsed in a colander in cold water, thoroughly drained and placed in an air tight container in refrigerator and kept for several days. Start a new batch every several days to keep constant supply.

When you grow too many sprouts, spread them out to dry. Put in blender and pulverize. Add to recipes. Keeps indefinitely.

About 1/4 cup of dry seed produces a little over 2 cups of sprouts.

Sunflower seed when sprouted contain 8 Amino Acids.

Children love to sprout in a pint jar and then eat them. Science and biology classes are a natural for sprouts - then serve in the cafeteria.

Older adults can use sprouts as an "indoor garden" anywhere.

Once you have tried sprouts, you will never be without them!

You eat the whole thing - leaves, stems, and roots.

EXPERIMENT AND ENJOY EATING.

GROW SPROUTS ANYWHERE .... IN A TREE HOUSE
ON A BOAT
BACK PACKING
CAMPING

41

SPROUTING CHART:

SEEDS	SPROUTING TIME DAYS	OPTIMUM LENGTH OF SPROUTS
Alfalfa	3 - 4	1 - 2 inches
Mung Beans	2 - 3	1/4 - 2 inches
Lentils	2 - 3	1/4 - 2 inches
Fenugreek	4 - 5	3 inches
Soybeans*	3	1/4 - 2 inches
Wheat Berries	4 - 5	1 - 4 inches

Yield:

Alfalfa	3 Tablespoons seeds makes 1 quart sprouts. 1/3 cup seeds makes 1 gallon sprouts.
Mung Beans	1/2 cup seeds makes 1 gallon sprouts.
Lentils	3 Tablespoons makes 1 quart sprouts.
Fenugreek	1/4 cup seeds makes 1 quart sprouts.
Soybeans	1 cup beans makes 6 cups sprouts.
Wheat Berries	3 Tablespoons seeds makes 1 quart sprouts.

*Soybeans must be rinsed, very thoroughly each time since they mold easily. Do not crowd them in jar.

NOTE: Sprouts that need to be placed in light for "greening" include Alfalfa, cress, wheat and radishes. Mung sprouts develop some greenery but not quite as much as alfalfa. Soybeans generally do not develop green tips. After the seeds have sprouted for the first 2 or 3 days, a little light each day helps sprouts to grow faster.

"Sproutarians" have grow power minus the 5 W's: weeding, watering, waiting, worrying and work.

Super Sprouts Cover by Mrs. H.E. Beddingfield

We grow our own sprouts used in Fulton County Schools.

In elementary and high schools, sprouting is used as a nutrition or science project.

Students are first introduced to sprouts in the classroom and later enjoy eating them in the cafeteria. Lower grade students particularly enjoy using a pint jar for sprouting a "jar garden" which they get to "take home."

The study of plants and gardens as related to cell structure, seeds, air, light, moisture, sunshine, enzymes, and chlorophyll all "come alive" to the student.

Sprouts are studied for their nutritional content as well as the variety of use in recipes and menus.

The sprouts grown in the classroom are placed on the "serve yourself" table in the cafeteria at lunch time.

SHOW AND TELL

"FRANCE A LA SPALDING"

The last week of May 1977 was designated as French week with the cafeteria providing a French menu. This coordinated well with the 6th and 7th grade French classes' study of foods. All 6th graders even made French menus.

During the lunch hour entertainment was provided in the cafeteria which was decorated with French posters and French flags. French bread was glazed and the menu of the day featured. One day, French songs were played. Another day a movie of the famous French mimist, Marcel Marceau, was shown. Another day, slides of France were projected onto a screen set up on stage. The grande finale was on Friday, when Mothers of the school came to help make and serve crepes to each child. They used electric crepe makers at special tables in the cafeteria, and each child came to the table of his choice for that special crepe with assorted fruit fillings.

Ms. Nancy Moses
Ms. Patty Whitman
French Teachers
Spalding Drive Elementary School
Fulton County Schools
May 1977

SPALDING DRIVE ELEMENTARY SCHOOL
FULTON COUNTY
FRENCH WEEK MENUS
MAY 23 - 27, 1977

MONDAY

CORQUE MONSIEUR (CHEESE SANDWICH WITH BEEF)
SALADE DE TOMATOES WITH VERTE (TOMATO SALAD ON GREENS)
TARTE AUX POMMES (APPLE PIE)
DU LAIT (MILK)

TUESDAY

BOEUF BOURGUIGNON (BEEF STEW)
SALADE VERTE (GREEN SALAD)
PAIN (FRENCH BREAD)
MOUSSE AU CHOCOLAT (CHOCOLATE MOUSSE)
DU LAIT (MILK)

WEDNESDAY

RÔTI deBOEUF (ROAST BEEF)
PETITS POIS (MARINATED PEAS)
FRITES (POTATES IN JACKET)
PETITS PAINS (ROLLS)
L'ORANGE (ORANGE)
DU LAIT (MILK)

THURSDAY

DINDE RÔTIE (SLICED TURKEY)
RIZ à L'EAU, SAUCE RECHAMELL E (STEAMED RICE WITH GIBLET GRAVY)
SALADE VERTE (GREEN SALAD WITH FRENCH DRESSING)
PETIS PAINS (ROLLS)
MACÉDOINE DE FRUITS (FRUIT CUP)
DU LAIT (MILK)

FRIDAY

QUICHE LORRAINE
CELERI (CELERY STICKS)
HARICOTS VERTS (GREEN BEANS)
GLACE à LA VANILLE (NATURAL ICE CREAM)
DU LAIT (MILK)

MRS. BETTY TERRY
SPALDING DRIVE ELEMENTARY SCHOO

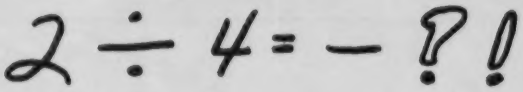
AMERICAN EDUCATION WEEK

HEARDS FERRY ELEMENTARY SCHOOL

Space Steak
Galaxy Gravy
Moon Mashed Potatoes
Far Out Fruit Cup
Pluto's Peanut Butter Cookie
Rocket Roll
Milky Way Milk

Technical Tacos
B+ Baked Beans
Scientifically Salad Vegetables
Reading 'riting n 'rithmatic Rolls
Biotic Cookies
Mathematical Milk

Punctuation Pizza
Tropic of Capricorn Corn
L'ecole Rolls
Syllable Salad
Dictionary Date Nut Bars
Metric Milk



Tomahawk Turkey
Wild Indian Dressing
Pilgrim Vegetables
Columbus Cranberries
Crossbow Cinnamon Roll
Mayflower Milk

Fantasy Fish
Rabbit Nibbler Salad
Idaho Sunshine
Hawaiian Upside Down Cake
Potter's Milk

50

SHOW AND TELL

THE POTATO

Great Britain	-	Potato
France	-	Pomme de Terre
Turkey	-	Patate
Holland	-	Aardappel
Ireland	-	Pratai
Russia	-	Kartofel

THE SUNFLOWER SEED

This one food contains so many of the nutrients that are important to youthful functions - and appearance! One of the most valuable vegetable food sources of protein is found in an amazing plant - the Sunflower! The seeds of this plant are best eaten raw, after having been shelled - thus, yielding a protein that has not been altered by heat. Only during the past 20, or so, years has the Sunflower become famous in this country for its amazing nutrition benefits. The history of this plant shows that early settlers in America discovered Indians cultivating Sunflowers and using the seeds as a food and a source of oil. We all know that many of the early Indians lived to be at least 90 to 110 years of age. And, rarely did you ever see an Indian with grey hair, or even a bald headed Indian. Warriors in their late 70's and 80's would often go hunting, live rugged lives with the same stamina of a teenager. What gave them this amazing youth and power, even in later years? We cannot help but wonder if the generous use of Sunflower Seeds did not play an important role in the longevity of the Indian. With all the protein and other nutritional treasures found in the Sunflower Seed, the Indian may have found one of the most valuable foods for longer life!

****

What is a Bean but looks like a <u>Nut</u> and tastes like a Nut but should be eaten roasted or cooked?? (The Peanut!)

HAVE A HEART

February is nationally celebrated as Heart Month. "Heart Week" is observed during the second week of February with "Heart Day" on Friday. Let's make every day "Heart Day" as we learn to choose foods for healthy hearts.

Heart disease among children is of major concern since research shows that many children receive too much fat in their diets.

What is cholesterol?

The positive values of cholesterol appear to be as a carrier of fatty acids in the blood. Cholesterol kept in an emulsified state is needed by every cell in the body.

When cholesterol accumulates it is a mischievous fatty substance in the bloodstream that clogs up arteries.

The secret is to balance saturated fatty acids with unsaturated fatty acids.

Saturated fat is an animal fat that becomes solid at room temperature.

Unsaturated fats become liquid at room temperature and are usually the golden vegetable oils. Unsaturated oils also help to regulate the speed at which sugar enters the bloodstream.

The oils highest in unsaturated fatty acids are:

	Percent Linoleic Acid Present
Safflower	70
Cod Liver Oil	65
Sunflower	57
Soybean	53
Corn	53
Wheat Germ	50
Cottonseed	50
Sesame	41
Peanut	25
Linseed	20
Sardine	15
Olive	8

"HEART DAY"

Baked Chicken
Brown Rice with Wheat Germ Gravy
Tossed Green Salad with Sunflower Seed Cup
Bran Muffins - Sesame Spread
Fresh Fruit Cup
Low Fat Milk

Food Sources of High Quality Polyunsaturated Oils:

Fish: Flounder, Perch, Halibut Cod, Mackerel, Haddock, Tuna, Salmon

Poultry: White meat of Turkey and Chicken (no skin)

Legumes, seeds, nuts: Peanuts, sunflower, sesame, pumpkin, Almond, Walnuts, Soybeans, Dressings and Spreads:

Margarines made of vegetable oils, mayonnaise or salad dressings made with golden vegetable oils, French Dressing, Oil and Vinegar Dressings.

Cereals and Grains: Whole Wheat, Millet, Wheat Germ and Oats.

Excess fat is removed from gravies and sauces by refrigerating overnight or adding a few ice cubes, waiting about one (1) or two (2) minutes and removing excess fat which rises to the surface and clings to the ice cubes.

Read labels carefully. Excercise caution when purchasing foods which contain vegetable shortening as a preservative since this is usually coconut oil (a saturated fat.)

Non-Dairy creamers usually contain a high content of saturated fat due to the presence of coconut oil used as a preservative.

Creamy milk may be prepared by using one part whipping cream to three (3) parts water.

A carton of low fat milk contains two (2) grams of fat per carton while whole milk contains nine (9) grams. In addition the removal of fat raises the calcium content twenty-seven (27) per cent above that of whole milk, Vitamin A eight-seven (87) percent, thiamine twenty-three (23) percent, riboflavin two (2) percent and it contains twenty-five (25) percent more protein than a carton of whole milk.

Nutritional Butter:

Butter is rich in Vitamin A and can be mixed with a polyunsaturated golden oil to balance the saturated fat. Safflower oil is preferred since it has no taste.

Blend one (1) pound butter with 3/4 cup oil at room temperature. Whip until smooth. Place in container in refrigerator.

Cream Cheese substitute:

1/2 cup drained cottage cheese
2 tablespoons non-fat dry milk
1/2 teaspoon salt

Mix together. Add more dry milk if mixture is too thin.

FRENCH CHRISTMAS

French children put their shoes before the fireplace for Père Noël to fill. Sometimes they also leave hay or a carrot for his donkey.

In France letters to Santa at the North Pole are answered by someone in Greenland paid by the goverment of Denmark.

The favorite dessert is called a "bûche de Noël". The cake looks like a log and is filled with cream and iced with chocolate.

In parts of France, Santa is accompanied by an ugly creature, Père Fouettard, who brings switches to bad boys and girls. He also drags them out of bed to spank them.

The main decoration, called a "Crèche" is often placed on the mantel or a table. The baby Jesus is never put in the manager until Christmas Eve.

LaFête des Rois

Twelve days after Christmas, the French celebrate the "Day of the Kings". A small object is baked into a cake. When the cake is cut and eaten, whoever has the object is "King".

The object in the cake is often a bean. This is a very old custom dating from 1311 A.D.

We are going to have a King and Queen for each class. We will put in two beans for each class and see that a boy and girl each gets one.

Mrs. Betty Terry
Food Service Manager
Spalding Drive Elementary School

CHRISTMAS BREAD ORNAMENTS

4 cups flour

1 cup salt

1 1/2 cups water

Mix flour and salt together and add water. Knead exactly as you would bread. (The more it is kneaded, the better the texture.)

Roll out with rolling pin. Cut out ornaments with Christmas cooking cutters or in an original design. After the ornament has been cut out, use an ice pick or toothpick to make a hole in top of cookie.

Bake at 350° until golden brown or until the cookies move freely on cookie sheet.

Paint and decorate ornaments. Allow to completely dry then spray with shellac.

Using colored yarn placed in hole in top of cookie, tie on Christmas tree.

These cookies are colorful, bright and beautiful and unedible.

Mrs. Betty Terry
Food Service Manger
Spalding Drive Elementary School

ACTIVITIES FOR UNIT ON FOOD

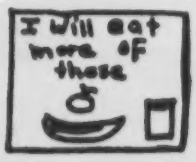
Make a short field trip to the school kitchen to observe the preparation of such foods as whole grain breads and cabbage slaw. Students will eat these and other foods more readily after observing their preparation.

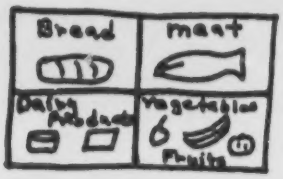
Have several students make "T.V. Style" commericals for their favorite foods, pointing out their nutritional value (or their lack of it!) For example: "Are you embarrassed by dandruff, dry skin and dull hair? Run to the nearest grocery store for some beautiful orange carrots and a couple of avocados. These foods will give you the Vitamin A you need, and just watch your dandruff disappear..."

Students plan a well-balanced weekly menu after studying the four basic food groups. One of the lunch menus can be submitted to the school dietitian for approval and if possible, for preparation as a school lunch.

After doing research on where certain foods come from (example: butter, potatoes, raisins, bread) the students can visually represent the information and steps of food processing through pictures. These pictures can be shuffled and then placed in proper sequence as a review of the information learned.

Bring unusual foods for the children to taste, such as pomegranates or sunflower seeds.





Bring apples to class, to be eaten as a fruit, then make apple sauce and apple butter from the remaining apples. Bring apple juice or cider. Discuss other foods that can be eaten in different forms while you enjoy the "apples-only" menu!

"Cut and paste" activity can reinforce many nutritional concepts! Cut out foods that we should eat and those we shouldn't. Cut out pictures of foods from the 4 food groups. Cut out pictures of foods we get from milk. Cut out good breakfast foods.

Ms. Vickie Wooldridge
Ms. Ramona Wilson
Avery Elementary School

COOKBOOK RECIPES

FROM

MISS ROWSTON'S

FIRST GRADE

CLIFTONDALE ELEMENTARY SCHOOL

CHEESE TOAST

You need:

Bread
Cheese
Butter

First you get some bread and then you butter the bread and then you put the cheese on it. You put it in the oven and you set the timer on 15 minutes. You cook it at about 50^{0}. Sit down and eat it. * Good with grits.

Linda Turner
First Grade
Cliftondale Elementary School

DANNY'S BREAKFAST EGGS 'N TOAST

You get a toast pan and pieces of a loaf of bread and put it in the pan then put it in the oven and cook it for 6 minutes at 5^{0}.

You need:

Flour
Eggs

First you get some flour and some eggs and crack them. Then you get some water and pour it into the flour and pour the eggs into it and stir it up. But you have to get a cook bucket to put it in. Them you have to put it in a pan and let it cook for 6 minutes hot hot.

Danny Waits
First Grade
Cliftondale Elementary School

EGGS

You need:

Buttermilk
a few Eggs
Salt and Pepper

Crack them open in a saucer. Put buttermilk in them. Cook them on the stove a little hot for about an hour. Then put them on a plate and eat them.

* Good with milk.

Laurie Cunningham
First Grade
Cliftondale Elementary School

CHICKEN

You need:

Bread crumbs
Pepper
Chicken

First you buy the chicken at the store. Then you get the skin off of it. Then you put pepper on it. Sprinkle bread crumbs on it. Then you put it in the oven at 30^{0} or 40^{0} for about 1/2 hour. *Take it out and eat it with rice or peas.

Wayne Turnipseed
First Grade
Cliftondale Elementary School

SWEET POTATOES

You need:

Sweet Potatoes

Cook them in the stove at about 10^{0} for 20 minutes. Then put butter on them and eat them.

Michael Davis
First Grade
Cliftondale Elementary School

ORGANIC GARDENING

My class and I became interested in organic gardening. We read about it, talked to gardeners , and finally decided to try it. We talked to Mrs. Landis, our Principal and were given an area on a hillside in back of the school for the garden.

The children cleared the soil of roots, debris and small trees. They tilled the soil, babied it and fed it for a week. Then they outlined it with large stones and began to make rows.

Seeds were bought and planted by the children - lettuce, greens, onions, radishes, cabbage, and peppers.

The garden was weeded and watered daily by the children. A large sign was made and painted. It was taken out each morning and brought in each afternoon.

Before P.E. every day, all of us sat around the garden, meditated, prayed for it and told stories. We were teased that nothing would grow and it was trampled twice during evening hours.

It grew. We harvested our garden and made salads with our organically grown vegetables.

We studied health and health foods. We grew, learned about and served bean sprouts daily in the cafeteria. We made herbal teas and tried new foods. We tried health drinks and other recipes in our classroom.

We have a Nutrition Nook in our classroom, which is a part of our everyday routine.

Ms. Linda Lee
4th - 5th Grades
Guy Webb Elementary School

NUTRITION UNIT

I. What is nutrition?

(1) Learn basic 4 groups
(2) Identify foods in each groups
(3) Research vocabulary: nutrients, diet
(4) Begin log of foods we eat
(5) Make collages of 4 food groups

II. Learning about foods

(1) Collect labels and cereal boxes and analyze -- ingredients and nutrients
(2) Grow sprouts (mung and alfalfa)
(3) Field trip to supermarket
(4) Taste and learn about "different" foods
(5) Make sprouts sandwiches

III. Nutrients - What they do and sources

(1) Research
(2) Make sour dough bread (Wheat)
(3) Learn to make nutritional snacks
(4) Calories - How to control

IV. Meal Planning

(1) Plan meals using basic 4
(2) Cook breakfast
(3) Filmstrip and research importance of breakfast

V. Physical Fitness

(1) Exercise - Research importance
(2) Running for fun - Chart runners
(3) Rest
(4) Diet

VI. Evaluation

Mrs. Beverly McClean
The Meadows Elementary School

SCIENCE UNIT NAME _____

VIEW THE FILMSTRIP "WHY EAT A GOOD BREAKFAST"

ANSWER THE FOLLOWING:

1. ACCORDING TO SURVEYS HOW MANY SKIP BREAKFAST?

   _____% GIRLS

   _____% BOYS

   _____% ADULTS

2. WHAT WERE THE RESULTS OF TESTS OF THOSE NOT EATING BREAKFAST?

   MENTAL _____

   PHYSICAL _____

3. DOES EATING BREAKFAST MAKE YOU GAIN WEIGHT? _____

4. WHAT DID TEACHERS SAY ABOUT THOSE THAT ATE BREAKFAST? _____

   _____

5. WHAT CONCLUSIONS DID YOU MAKE ABOUT EATING BREAKFAST? _____

   _____

6. PLAN A NUTRITIOUS BREAKFAST YOU WOULD LIKE!

   INCLUDE ALL 4 FOOD GROUPS.

Mrs. Beverly McLean
The Meadows Elementary School

"COLEMAN'S CAFETERIA COOKBOOK"

Fifth grade students from Ms. Sally Stempinski's class compiled a "Mini Cookbook" using favorite recipes from the files of Mrs. Jimmie Coleman, Cafeteria Manager of Conley Hills Elementary School.

The cookbook was signed by all the students in the class and dedicated to Mrs. Coleman and her staff for "preparing and serving delicious lunches every day".

Favorite recipes:

MACARONI AND CHEESE

Cook 3 1/2 quarts of macaroni in 2 1/4 gallons of water to which 1/4 cup salt has been added. Melt 3/4 cup margarine. Blend in 1 1/2 cups flour and 1/3 cup salt. Stir into 2 gallons hot milk. Cook and stir constantly until thickened. Add 2 2/3 tablespoons dry mustard and 4 pounds 8 ounces shredded cheese. Add 36 well-beaten eggs. Combine macaroni and cheese sauce. Pour into 3 greased pans (about 12 by 20 by 2 inches), top with additional shredded cheese and bake at 350° 50 minutes or until brown.

Troy Cook
Conley Hills Elementary School

PEANUT BUTTER HONEY BALLS

1 cup peanut butter
1 cup honey
2 cups dry milk
1 cup crushed wheaties

Mix peanut butter, honey, and dry milk. When well mixed, form into balls and roll in cereal. Makes about 50 small balls.

Garlan Barron
Conley Hills Elementary School

Dear Mrs. Terry,

Thank you for taking your time on the talk on nutrition. I really enjoyed it. I learned a lot. Thank you again.

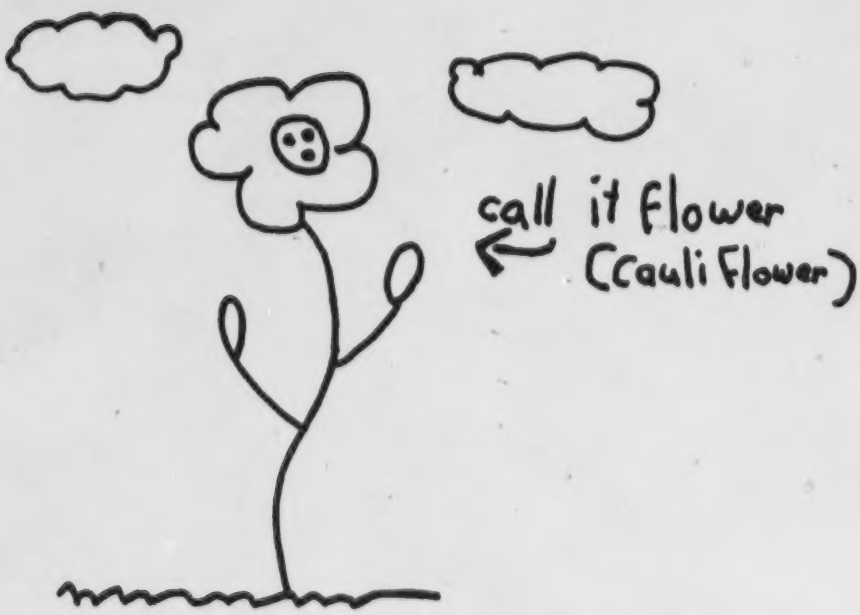
Sincerely,
Andrea Robinson

1/27/78

Dear Mrs. Terry.

Your talk was very informative

Love,
Jeanine Phillips



WORD GAMES

Unscramble these words:

ELOVCOG

HTERA

NOPLULITO

RATEUN

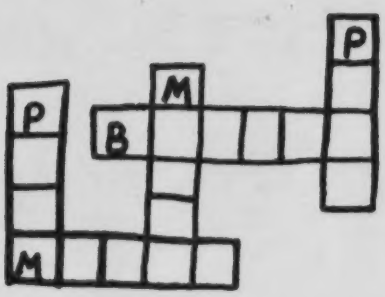
CRELVEC

LUGBRETTI

GSMO

NAGROCI

RUTLANA



(ecology, earth, pollution, nature, recycle, litterbug, smog, organic, natural)

HOW MANY ANIMAL NAMES CAN YOU MAKE OUT OF THE WORD:

BIODEGRADABLE

(dog, bird, eagle, badger, bear)

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

HAMBURGERS

You need:

Spaghetti Meat
Hamburger Buns
A Grill
Ketchup
Mustard

Get the meat and make it into a circle. Then cook it on the grill for 2 hours. Then when it is done put it on a piece of bread. Eat it.

Scott MacGregor
First Grade
Cliftondale Elementary School

CORN ON THE COB

You need:

Corn
Salt
Pepper
Butter

You buy some corn at the market. Then you sprinkle a little bit of salt. And then you cook it in the oven at about just a little bit hot - 40° for 40 minutes. And you get it out of the oven and let it stay out and let it get a little cooler. Then you set the buzzer and when the buzzer rings you get it out of the oven and then you eat it. Put it on a plate and hold a stick on it and take a bite of it.

Tonya Tibbitts
First Grade
Cliftondale Elementary School

CORN OFF THE COB

You need:

Corn
Butter
Rice
Some seeds to grow the corn.

Pick the corn when its full grown. When it is full grown you pick it and you cut it off the cob.

Cook it and put a piece of butter in it and you also cook it with some rice in it. Cook it for 2 minutes at 10^{0}.

Matthew Sullivan
First Grade
Cliftondale Elementary School

BROWN RICE COMPARED TO OTHER TYPES OF RICE

	Composition of Brown Rice (per 100 g, or 3 1/2 oz)	White Rice	Enriched White Rice
1. Protein	7.5 g	6.7 g	6.7 g
2. Minerals			
Calcium	32 mg	24 mg	24 mg
Phosphorous	221 mg	94 mg	94 mg
Iron	1.6 mg	0.8 mg	2.9 mg
Potassium	214 mg	92 mg	92 mg
Sodium	9 mg	5 mg	5 mg
3. Vitamins			
Thiamin	0.34 mg	0.07 mg	0.44 mg
Riboflavin	0.05 mg	0.03 mg	0.03 mg
Niacin	4.7 mg	1.6 mg	3.5 mg

Adapted from Diet For A Small Planet

WHOLE WHEAT FLOUR COMPARED TO WHITE FLOUR

	Composition of Whole Wheat Flour (per 100 g, or 3 1/2 oz)	Composition of All-Purpose White Flour Compared to Whole Wheat Flour	
		White Flour	Enriched White Flour
1. Protein	13.3 g	10.5 g	10.5 g
2. Minerals			
Calcium	41 mg	26 mg	16 mg
Phosphorous	372 gm	87 mg	87 mg
Iron	3.3 mg	0.8 mg	2.9 mg
Potassium	370 mg	95 mg	95 mg
Sodium	3 mg	2 mg	2 mg
3. Vitamins			
Thiamin	0.55 mg	0.06 mg	0.44 mg
Riboflavin	0.12 mg	0.05 mg	0.26 mg
Niacin	4.3 mg	0.9 mg	3.5 mg

Adapted from Diet For A Small Planet

"MUSIC IN OUR SCHOOLS"

REGULAR	NUTRA
Pizzicato Pizza Grand Ole Opry Stringed Green Beans Tuba Tossed Salad Cracked Wheat Bread (Optional) Polonaise Peach Half Mozart Milk	Whole Wheat Pizzicato Pizza Nutcracker Nutty Cup Earl Scruggs Salad Cracked Wheat Bread (Optional) Arco Apple Mozart Milk
Trombone, sliced Turkey Segovia's Sandwich on a Boogie Woogie Bun Lettuce Lullaby accompanied by Tomato and Dill Trill Pickles French Horn Fries Rice Kiss Krispie Bar Harmony Milk	Tune of a Sliced Turkey on a Jazz Band Bun Lettuce Lullaby accompanied by Tomato and Dill Trill Pickles Natural Cello Chips Rice Krispie Ballet Ball Symphony Milk
Hamburger Hustle Synthesized Onions Bach Beans Tschaikowsky Potato Chilled Amplified Applesauce Milk Melody	Billy the Kid Cheeseburger on a half and half Bun Broccoli with Legato Cheese Sauce Natural Cello Chips Oboe Orange Half Milk Melody
Chet Atkins Chicken Sonny James Salad Cornet on the Cob Treble Clef Rolls Piano Dixie Cone Rock and Roll Milk Moderato	Sesame Street's "Big Bird" Green Salad Symphony Cornet on the Cob Whole Wheat Drum Rolls Carob Ice Cream from the Arabian Suite Milk Melody
A Fish of Beethoven Ted Nugent Tartar Sauce Minnie Pearl Peas Song of a Salad Bay City Rolls A Strawberry Shortcake Solo Concerto Milk	Star Spangled Sesame Fish Accompanied by Tartar Sauce Verdi Salad with Dressing Steamed Violin Vegies Whole Wheat Drum Rolls Banana Bump Milk Variation

NORTH ROSWELL ELEMENTARY SCHOOL
SYMPHONY HALL

FOOD DAY

APRIL 20, 1978

NUTRITION MAKES SENSE

MENU

VEGETARIAN VEGETABLE AND BEAN SOUP

TOASTED CHEESE SANDWICH ON WHOLE GRAIN BREAD

GARDEN SALAD

FRESH FRUIT

MILK

STORYBOOK DINNERS AT THE MEADOWS

NATIONAL LIBRARY WEEK

APRIL 3 - 7, 1978

MONDAY:

Beef and gravy on (Sailor's Chipped Beef from Treasure Island)
Brown rice
Cup of vegetable soup (Old Mrs. Rabbit's Hearty Vegetable Soup from Peter Rabbit's Natural Foods Cookbook)
High fiber rolls
Fresh fruit (Monkey's mixed fruit from The Story of Dr. Dolittle).

TUESDAY:

Barley, beef and garden soup (Jo's New England Boiled dinner from Little Women)
Cheese on bun (Heidi's toasted cheese sandwiches from Heidi)
Natural potato chips
Red apple (Apples from Johnny Appleseed's grove)

WEDNESDAY:

Sliced ham (Rat's baked ham from The Wind in the Willows).
Cheese wedge (Cheese tasting from Anatole)
Glazed carrots (Vegetables from Gaston's Ghastly Green Thumb)
Steamed green beans (Beans from Jack and The Beanstalk)
Cracked wheat rolls (Wheat from The Little Red Hen and The Grain of Wheat)
Fresh strawberry tarts (The Queen of Hearts' Strawberry tarts from Alice in Wonderland)

THURSDAY:

Fried chicken (Sulphronia's southern fried chicken from Rabbit Hill)
Baked potato (Otto's potatoes from Otto and The Magic Potatoes)
Garden salad (Peter and Benjamin's Super Tossed Salad from Peter Rabbit's Natural Foods Cookbook)
Bran muffins
Carrot Cookies (Littletown Farm Carrot Cookies from Peter Rabbit's Natural Foods Cookbook)

FRIDAY:

Baked Fish (Tom's fried fish from The Adventures of Tom Sawyer)
Cabbage Slaw (Peter Rabbit's slaw from Mr. McGregor's garden in The Tale of Peter Rabbit)
Steamed Corn from Peter Rabbit's Natural Foods Cookbook)
Sesame Seed Bread (Robinson Crusoe's homemade oven bread from Robinson Crusoe)
School baked doughnuts (Uncle Ulysses' doughnuts from Homer Price)

MAY WE SUGGEST:

Activities to include paintings, puppets, costumes, decorations and many other exciting events to interest children in nutrition and library stories.

These activities are planned during the week of April 3-7, 1978.

Ideas taken from The Storybook Cookbook by Carol MacGregor, Doubleday, 1967. $3.95, and Peter Rabbit's Natural Foods Cookbook by Arnold Dobrin, Frederick Warne and Company, Inc. New York, New York. $5.95.

Mrs. Rosemary Eversole
Librarian

Mrs. Mary Carter
Food Service Manager
The Meadows Elementary School

FOOD HABIT SURVEY

1. How many glasses of milk do you drink each day?
   a. 1
   b. 2
   c. 3
   d. 4
   e. more than 4

2. Did you have breakfast this morning?
   a. Yes
   b. No

3. Do you ever skip meals?
   a. Yes
   b. No

4. If above answer is yes, for what reason do you skip meals?
   a. Not enough time to eat
   b. To lose Weight
   c. Do not care for the food being served
   d. Not hungry

5. Do you eat snacks between meals?
   a. Yes
   b. No

6. What type of snack foods do you choose?
   a. Soft Drinks
   b. Crackers, Chips, etc.
   c. Candy
   d. Fresh Fruit or Juice
   e. Milk or Milk Products
   f. Hamburger, Hot Dog, Sandwiches

7. Do you think you eat a well-balanced diet every day?
   a. Yes
   b. No

8. Would you like more information on good nutrition for your age and sex?
   a. Yes
   b. No

9. How often do you eat lunch in the school cafeteria?
   a. Everyday
   b. 3 days a week
   c. Rarely
   d. Never

10. When you do not have lunch in the cafeteria, what is the reason?
    a. On a diet
    b. To do afternoon homework
    c. Not hungry
    d. Lines are too long
    e. Menu is not appealing
    f. To save money
    g. Not enough food to eat

LET'S ASK THE STUDENTS

Are you satisfied with the percentage of students participation in your lunch program? Do you know why more of the students are not eating a Type A Lunch? One of the best ways to find out is to ask the students. A suggested questionnaire you may wish to have your students fill out is given below.

QUESTIONNAIRE*

Age _____ Sex _____ Height _____ Weight_____

1. How often do you buy a school lunch?

   _____ Every day
   _____ 1 or 1 times a week
   _____ 3 to 4 times a week
   _____ Never

2. When you don't eat in the lunch room, where do you eat?
3. Give 3 reasons why you like to eat in the lunchroom?
4. Give 3 reasons why you do not like to eat in the lunchroom?
5. How would you rate the lunches served in the cafeteria?

   _____ Very good
   _____ Good
   _____ Fair
   _____ Poor
   _____ Very poor

6. What changes would you suggest to make the lunches better?
7. What changes would you suggest to make the cafeteria a more pleasant place to eat?
8. What foods do they serve sometimes that you especially like?
9. What foods do they serve sometimes that you especially dislike?
10. Are there some foods not served in the cafeteria which you would like to have served? What are they?
11. Would you like to have more information on school food service? If so what kind of information?

Discuss the findings of the survey with your staff, the principal, the teachers, and ye the students. Use the information obtained from this questionnaire to help you decide what can be done to increase participation.

*From the Western Area Office of U.S.D.A., San Franciso, California.

Revised October, 1973

77

"Nutra"

The Natural Lunch

Realizing the interest in natural foods and natural living and the concern for reducing environmental hazards to health, the Nutra Lunch is being added to the choice of lunches available in Fulton County Schools.

The Nutra Lunch will include proteins, vitamins, minerals, polyunsaturated oils and natural carbohydrates. The Nutra Lunch will contain no artificial coloring, additives or preservatives.

Menus will feature low cholesterol foods and whole grain breads freshly baked such as Hi Fiber, Honey Whole Wheat, Oatmeal, Raisins, Sourdough and Sunflower Seed Bread. Cakes and cookies will be baked with natural sugars such as honey, molasses, raisins, carob and dried fruits.

Whole grains, sunflower seeds, peanuts, crunchy popcorn, soybeans, sesame seeds, bran, and wheat germ along with fresh eggs, tuna, low fat cottage cheese, soup, golden oils, yogurt, fruit juices and gelatin will be featured in Nutra menus.

Crisp raw vegetables served as finger foods and as salads will provide natural enzymes for better digestion.

Fresh fruits will be on the menu daily. Baked potatoes topped with yogurt dressing will accompany the Nutra Burger - which will be a high protein meal in one.

It is recommended that Student Health Clubs be organized in each school to cooperate with the Food Service Manager toward the improvement of eating habits as well as a better life style.

Mrs. Sara Sloan, Director
Fulton County Schools
Food Service Program

honey

whole grains

yogurt

Carob

wheat germ

peanuts

Sesame Seeds

raisins

Popcorn

Sunflower Seeds

78

Fresh Fruits

WORLD WIDE MENUS

I. AFRICA 71

II. CHINA 73

III. ENGLAND 75

IV. FRANCE 79

V. HOLLAND 81

VI. INTERNATIONAL 83

VII. ISRAEL 85

VIII. ITALY 90

IX. MIDDLE EAST 92

X. OUT OF THIS WORLD 94

XI. SCANDINAVIA 96

XII. SPAIN 98

XIII. SWEDEN 100

79

AFRICA

Menu

*Congolese Baked Chicken (see recipe)
*Pilaf (see recipe)
Boontjies
(Green Beans w/diced pimento and water chestnuts)
Africian Queen
(Gelatin w/sliced peaches, cinnamon and cloves)

Suggested Food Preparation

Recipes on following page.

(1) Congolese Baked Chicken

Dip chicken pieces in salad oil. Place in single layer in shallow baking pans; sprinkle with salt. Bake at 375° for 30 minutes. Meanwhile, place potatoes in shallow baking pans. Peel and quarter bananas (cut each banana crosswise into halves; then cut each half lengthwise.) Place bananas in single layer in baking pans. Combine barbecue sauce and fruit juices. Pour half of mixture over chicken and continue baking 20 minutes until heated through and glazed. Serve chicken with potatoes and bananas.

(2) Pilaf

Place rice, spaghetti, butter and seasonings in baking pans. Add boiling water, stock or vegetable water. Stir well to distribute ingredients. Dot with margarine. Cover and bake at 425° about 30 minutes, or until rice is tender.

Table Decorations

Travel Posters from Africa
Congo Face Masks, Paper mache jungle animals. Write short stories about famous Americans with African heritage.

AFRICA

RECIPES

(1) Congolese Baked Chicken

Serves 25	Serves 100	
15 pounds	60 pounds	Frying Chicken Pieces
3/4 cup	3 cups	Salad Oil
1 1/2 tablespoons	3 tablespoons	Salt
1/2 No. 10	2 No. 10's	Small Sweet Potatoes
3 pounds	12 pounds	Bananas
1 quart	1 gallon	Tomato Sauce
1 pint	2 quarts	Pineapple Juice
2 tablespoons	1 cup	Lemon Juice

(2) Pilaf

Serves 25	Serves 100	
1 pint	2 1/4 quarts	Uncooked Brown Rice
1/4 pound	1 1/4 pounds	Thin Whole Wheat Spaghetti, broken
1/4 pound	1 1/4 pounds	Butter
1 to 2	4	Bay Leaves
1/4 teaspoon	3/4 teaspoon	Cayenne
3/4 cup	1 1/4 pounds	Mixed Onion
1/2 teaspoon	2 1/2 teaspoons	Garlic
		Herb Salt to taste
		Sunflower Seeds or Pine Nuts (Optional)
1 3/4 quarts	1 3/4 gallons	Boiling Water, Stock or Vegetable water

Menu

Chinese Chop Suey with Bean Sprouts and Tofu
Chow Lon Fon
(Steamed Rice)
Mik Bow - Yow Yow
(Wheat Roll - Butter)
Shing-gow - boy
(Fresh Fruit Cup)
Gum Loo
(Almond Cookies)
Yow - nine
(Milk)

CHINA

Suggested Food Preparation

Recipes on following page.

(1) Chinese Chop Suey -- Use USDA recipe D-45. Bean sprouts and Tamari sauce are added. Fresh bean sprouts are served as an accompaniment.

(2) Fresh Fruit Cup -- Oranges, bananas, strawberries.

(3) Almond Cookies

Table Decorations

Use colorful fans and Chinese figures. Arrange the figures on each side of the opened fan. Feature chopsticks, chinese figures, and fans as decorations.

CHINA

RECIPES

(1) Chinese Chop Suey

Serves 25	Serves 100	
3 1/2 cans	14 cans	Boned Chicken

Serves 25	Serves 100	
1 3/4 cans	7 cans	Boned Chicken

Bean sprouts and Tamari sauce are served as an accompaniment. Tofu is sliced or cubed to be eaten on the roll or added to the Chop Suey.

(2) Fresh Fruit Cup

Serves 25	Serves 100	
3 pounds	12 pounds	Bananas
4 1/2 pounds	18 pounds	Oranges
2 1/4 pounds	9 pounds	Strawberries

Toss fruit lightly. Chill and serve.

(3) Almond Cookies

Make plain cookies, substituting almond flavoring in place of vanilla. Frost with plain frosting. Sprinkle with shredded coconut.

ENGLAND

Menu

Roast Beef
Yorkshire Pudding
Tomato, Cauliflower and Sprouts Salad
Buckingham Rolls - Lemon Butter
Olde England Fruit (Strawberries and Whipped Topping)
Milk

British Tea: Enjoy a spot of tea. Sample herb teas and add honey, lemon juice, lemon or orange rind.

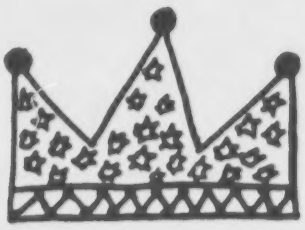
England, Scotland, Ireland, and Wales feature delicious food, that is seasoned with a variety of herbs, sauces, and condiments.

The British Isles are famous for many delectable cheeses.

Feature a display of cheeses for a "taste treat" in the cafeteria: Stilton, Double Gloucester, Lancashire, Wensleydale, and English Cheddar.

The British flag, array of crowns, silver, laces, are suggested decorations for the cafeteria.

Serve Hot Cross Buns at Easter time for a special spring holiday treat.



ENGLAND
RECIPES

Serves 100

Serves 25	Serves 100	
7 Pounds	28 Pounds	Roast Beef Broth

YORKSHIRE PUDDING

Serves 10	Serves 25	Serves 100	
3 3/4 Cups	2 1/3 Quarts	2 1/3 Gallons	Flour
1 Teaspoon	2 1/2 Teaspoons	3 1/3 Tablespoons	Salt
1 1/4 Cups	3 1/4 Cups	3 1/4 Quarts	Milk
3/4 Cup	1 3/4 Cups	1 3/4 Quarts	Water
4	10	3 Dozen	Eggs
1/2 Cup	1 1/4 Cups	1 1/4 Quarts	Roast Beef

Sift together flour and salt. Add milk, water and eggs. Beat until smooth. Allow the batter to stand covered for at least 2 hours. Heat beef juices in shallow baking pan in 450° oven for 10 minutes. Pour flour mixture into baking pan and bake for 15 minutes. Reduce heat to 350° and bake 20 - 30 minutes more. Serve warm.

TOMATO, CAULIFLOWER AND SPROUT SALAD

Serves 25	Serves 100	
1 1/2 Pounds	6 Pounds	Sliced Tomatoes
2 Pounds	8 Pounds	Cauliflowerets
3 1/2 Pounds	14 Pounds	Lettuce
2 Cups	8 Cups	Alfalfa Sprouts

Serve with salad dressing.

85

ENGLAND
RECIPES

BUCKINGHAM ROLLS:

"Half and Half" Rolls using unbleached, whole wheat, and soy flour.

LEMON BUTTER:

To one pound of softened butter to which has been added 1 cup of safflower oil, blend in 1/4 cup of grated lemon rind.

OLDE ENGLAND FRUIT:

Serves 10	Serves 25	Serves 100	
6 Cups	6 1/4 Pints	6 1/2 Quarts	Strawberries

(Save one whole strawberry to place on top of dessert.)
Slice clean strawberries and fold into chilled whipped topping. Place in dessert cups. Top with whole strawberry.

DRY MILK TOPPING:

Serves 25	Serves 100	
2 1/4 Cups	2 Quarts + 1 Cup	Dry Milk
1 1/2 Cups	1 1/2 Quarts	Water
1/2 Cup	1 Pint	Honey
2 Tablespoons	1/2 Cup	Lemon Juice
1 Teaspoon	1 Tablespoon	Vanilla

Mix dry milk and water beating well. Place in freezer. Chill until ice crystals form. Whip on high speed of mixer until milk stands up in stiff peaks. Add lemon juice. Add honey very slowly, beating well. Add vanilla. Store in refrigerator.

ENGLAND

RECIPES

SERVE A CORONATION BREAKFAST . . . . . .

In June Queen Elizabeth II celebrated the Jubilee of her coronation.

Plan a Coronation Breakfast using Scrambled Eggs, Toasted English Muffins with Raisins, Sliced Orange Wedges, Hot Tea served with Milk and a Spot of Honey.

The traditional English Breakfast would probably serve kippers or kidneys along with the scrambled eggs.

87

FRANCE

Menu

Dinde rôtie
(Sliced Turkey)
Riz a l'eau Sauce béchamelle
(Steamed Rice with Giblet Gravy)
Salade verte
(Mixed Green Salad with French Dressing)
Petis Pains - Beurre
(French Roll - Butter)
Macédoine de fruits
(Fresh Fruit Cup)
Lait de vâche
(Milk)

Suggested Food Preparation

Recipes on following page.

(1) Mixed Green Salad -- Lettuce, chinese cabbage, fresh spinach, cucumbers and endive.

(2) French Roll -- Make as cinnamon bun. Use grated orange peel and cherries for filling. Frost and sprinkle with coconut.

(3) Fresh Fruit Cup -- Orange wedges, bananas, peaches and pineapple.

Table Decorations

Fishing scenes, Paris fashions, French cafe, etc., real roses.

Use different sizes and shapes of bottles. Fill them with colored water. Use the names of French perfumes on the label of each bottle. Also list the places where perfumes are made in France. Print the above in French or English. Have something on each table telling how perfume is made.

Windmills can be used as they are found in Brittany.

FRANCE

RECIPES

(1) Mixed Green Salad

Serves 25	Serves 100	
1 pound	4 pounds	Lettuce
1/2 pound	2 pounds	Chinese Cabbage
1/2 pound	2 pounds	Spinach
1 pound	4 pounds	Cucumbers
1/4 pound	1 pound	Endive

Prepare all vegetables. Chill and serve with dressing.

(2) Fresh Fruit Cup

Serves 25	Serves 100	
4 1/2 pounds	18 pounds	Orange Wedges
3 pounds	12 pounds	Bananas
3 pounds	12 pounds	Peaches
4 pounds	16 pounds	Pineapple

HOLLAND

Menu

Macaroni Met Kaas
(Macaroni with Cheese)
Grona Ionor
(Green Beans)
Dutch Salat
(Slaw with Poppy Seed Dressing)
Bruin Brood - Smor
(Wheat roll with butter)
Apfeln Pie with Streusel Topping
(Apple Pie)
Melk

Suggested Food Preparation

Recipes on following page.

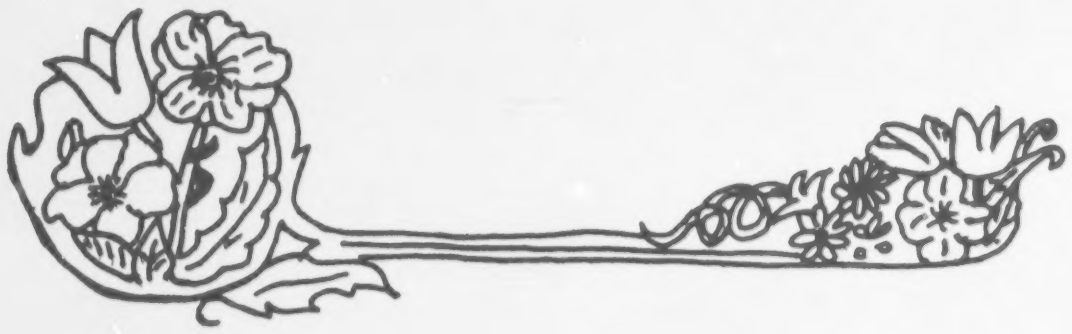
(1) Macaroni with Cheese

(2) Dutch Slaw

(3) Brown Bread Roll -- Use whole wheat roll recipe and add cracked wheat.

Table Decorations

Make windmills from salt boxes. Color and decorate. Make an arrangement of tulips for each table. Artificial tulips can be made from dyed egg shells with pipe cleaners used for stems. Use Dutch shoes made from paper.



HOLLAND

RECIPES

(1) Macaroni and Cheese

Serves 25	Serves 100	
2 pounds	8 pounds	Cheese
1 pound	4 pounds	Macaroni (Soybean or Whole Wheat)

(2) Dutch Slaw

Serves 25	Serves 100	
3 1/4 pounds	12 1/2 pounds	Shredded Cabbage
1 3/4 teaspoons	2 1/2 tablespoons	Salt
1/4 teaspoon	1 1/2 teaspoons	Powdered Mustard
1 teaspoon	1 1/2 tablespoons	Honey
1/2 cup	2 cups	Sour Cream or Yogurt
2 tablespoons	1/2 cup	Poppy Seed

Crisp cabbage in ice water. Combine seasonings and pour over drained cabbage. Toss lightly to mix. Allow to marinate thoroughly and serve chilled.

INTERNATIONAL DAY

October 24

Gazpacho (Spain) -- Tomato Juice

Baked Empanadas (Chili) -- Individual Beef Pies

Arroz (Guatemala) -- Rice, Bulgur or Buckwheat Groats

Uruguan Green Beans (Uruaguay)
Green Beans, Lemon Juice, Parsley and Butter

Buttered Briche (France) -- Sweet Rolls

Apple Cake (Austria) -- Applesauce Cake

Melk (Holland) -- Milk

INTERNATIONAL DAY

Suggested Food Preparations and Recipes

(1) Individual Beef Pies

Serves 25	Serves 100	
4 3/4 pounds	19 pounds	Stew Beef
2 1/4 pounds	9 pounds	Green Peas
2 pounds	8 pounds	Diced Carrots
1/4 pound	1 pound	Chopped Onions

Cook beef until almost tender. Add peas, carrots, onions and salt to taste. Continue cooking until vegetables are tender. Make thick gravy from broth. Place in pie pans and cover with crust. Bake 375° until brown.

(2) Green Beans

Serves 25	Serves 100	
1 #10 can	4 #10 can	Green Beans
1/4 cup	1 cup	Lemon Juice
1/2 cup	2 cups	Butter

Cook beans, butter and lemon juice until beans are tender. Salt to taste. Sprinkle chopped parsley on top.

(3) Applesauce Cake (See Nutra Guide)

(4) Brown Rice (See Nutra Guide.)

ISRAEL

Menu

Kaftes with Tomato Sauce
(Kaftes Resek Advanoit)

Kasha or Whole Grain Rice
(Kasha oh orez)

Salat Israeli w/Tofu
(Salat Yirokat)

Pita Bread
(Pita Lechem)

Honey Cake
(Dvash Ooga)

Milk (Halav)

SHALOM

"May Your Days Be Filled With Peace"

In Jewish tradition the Kashruth determines the dietary foods that are served and also the approved manner of food preparation. Meat and fowl are prepared in accordance with the rules of Sh'Chitah. The mixing of meat and milk products is prohibited according to the dietary laws of the Torah. Milk is used at some other time other than combined with meat.

TABLE DECORATIONS

The blue and white colors of Israel are to be used to decorate the cafeteria. Blue and white candles and blue place mats on white tablecloths. The flag of Israel, the Star of David, the Wailing Wall and Candelabras are also featured.

"ESS, MEIN KIND"

(EAT, MY CHILD)

ISRAEL

RECIPES

KAFTES

Serves 10	Serves 100	
1 1/2 Pounds	18 Pounds	Ground Beef
2	24	Eggs
1 1/2 Teaspoons	6 Tablespoons	Matzoh Meal
1/4 Teaspoon	1 Tablespoon	Allspice, ground
1/4 Cup	3 Cups	Walnuts

Combine all ingredients. Shape into 2 1/4 ounce round patties. Bake in 350° oven for 30 minutes until browned.

TOMATO SAUCE

Serves 10	Serves 100	
12 Ounces	1 #10 Can	Tomato Paste
3 Cups	1 1/2 Gallons	Water
Juice of 2	1/4 Cup	Lemon Juice
1 Teaspoon	1/4 Cup	Sea Salt
1/2 Teaspoon	1/2 Cup	Honey

Combine all ingredients. Bring to a boil. Pour over Kaftes in steam table pans. Return to slow oven for approximately 15 minutes.

ISRAEL
RECIPES

KASHA

Serves 10	Serves 100	
1 1/2 Cups	4 Quarts	Whole Grain Buckwheat Groats, uncooked
1	10	Eggs, beaten
3/4 Cup	4 Cups	Celery, chopped
1 Medium	6 Cups	Onion, diced
1/3 Cup	1 Pint	Oil, vegetable
1 Teaspoon	3 Tablespoons	Salt
3 Cups	2 Gallons	Water
1 Cup	4 Cups	Mushrooms, fresh (Optional)

Combine buckwheat with beaten egg. Using a large skillet, heat oil and saute onions and celery together until tender. Add buckwheat and egg mixture and stir together. Add salt and boiling water and cook tightly covered on low heat for 25 minutes. When using the mushrooms, saute with the celery and onions. Kasha is also delicious served with yogurt garnished with fresh dill.

ISRALI SALAD

Serves 100

4 Pounds	Lettuce
2 Pounds	Romaine
8 Pounds	Green Pepper, sliced
2 Quarts	Celery, chopped
4 Pounds	Cherry Tomatoes
100 each	Black Olives
2 Pounds	Red Onion Rings
2 Pounds	Tofu

Toss all ingredients together lightly. Chill. Top each salad with 1 cherry tomato, 1 black olive, 2 onion rings and cube of Tofu. Serve with Tangy French Dressing. See Nutra Guide page 80.

ISRAEL

RECIPES

RITA DRESSLER'S RICE

Serves 8	Serves 100	
1/4 Cup	1 1/2 Pints	Oil
1 Cup	1 Gallon	Whole Grain Rice
1 Cup	1 Gallon	Celery, chopped
1 large	2 Quarts	Onion, diced
2 Teaspoons	1/4 Cup	Oregano
2 Teaspoons	1/4 Cup	Basil
2 Teaspoons	1/4 Cup	Rosemary
2 Teaspoons	1/4 Cup	Thyme
1 Cup	3 Quarts	Mushrooms, Sliced fresh
1 Teaspoon	4 Tablespoons	Salt
2 1/2 Cups	2 Gallons	Boiling Water
1 Tablespoon	3/4 Cup	Sesame Seeds

In large skillet or kettle, heat the oil. Add rice and saute until brown. Add the celery and onion and saute until onion is transparent and celery crisp tender. Add spices and mushrooms and stir together.

Pour in boiling water and salt, cover tightly and cook for 1 hour. Place in serving bowl or platter and sprinkle sesame seeds on top.

PITA BREAD

See Nutra Guide page 87.

ISRAEL

RECIPES

HONEY DATE CAKE

Serves 10	Serves 50	Serves 100	
1 1/2 Cups	3 Cups	1 1/2 Quarts	Dates
1 1/2 Teaspoon	1 Tablespoon	2 Tablespoons	Baking Soda
1 1/2 Cups	3 Cups	1 1/2 Quarts	Boiling Water
1 Cup	1 Pound	2 Pounds	Butter
1 Cup	2 Cups	1 Quart	Honey
3	6	12	Eggs, well beaten
1 1/2 Teaspoon	1 Tablespoon	2 Tablespoons	Vanilla
2 Cups	1 Quart	2 Quarts	Flour, unbleached
1 Teaspoon	2 Teaspoons	4 Teaspoons	Sea Salt
1 Teaspoon	2 Teaspoons	4 Teaspoons	Nutmeg
1 1/2 Teaspoons	1 Tablespoon	2 Tablespoons	Cinnamon
1 Cup	2 Cups	1 Quart	Walnuts, chopped

Put dates and baking soda in bowl, pour boiling water over dates* and set aside to cool. In mixer, cream butter until light in color and fluffy. Add honey slowly, beat and add beaten eggs, then cooled date mixture and mix well. Add vanilla and dry ingredients and fold in walnuts. Pour into pans. Bake at 300° for 1 hour or until done.

*(Important to allow dates to soak.)

ITALY

Menu

Spaghetti Italiana con Salsa di Carne
(Italian Spaghetti with Meat Sauce)
Insalata di Verdura con Condimento Italiana
(Green Vegetable Salad with Italian Dressing)
Panini con Semi di Papavero e Butto
(Poppy Seed Wheat Roll - Butter)
Frutte Fresche in Taza
(Fresh Fruit Cup)
Latte (Milk)

Suggested Food Preparation

Recipes on following page.

(1) Green Vegetable Salad -- Lettuce, endive, radishes, green peppers, sliced cucumbers, and romaine.

(2) Fresh Fruit Cup -- Peaches, bananas, oranges, pineapple.

Table Decorations

Volcanoes can be used. (Mt. Vesuvius, Mt. Etna, Mt. Stromboli, etc.) Miniature models of the Leaning Tower of Pisa. This will be a good opportunity to utilize music from Italian composers. A candle placed in wax dripped bottles on red and white checked place mats furnishes a soft light for the Italian meal atmosphere.

The following exhibits can be used:

Flask with Deli Robbia wreath from the Cartusian Monastary in Florence.
Snake Glass beaded belts and tie from Venetian Glass Factory.
Italian ware from luxury ship, Roma, sunk during World War II in the Bari Harbor.
Romulus and Remus -- Symbol of Rome.
Dante Alighieri's Divine Comedy.
Italian Dress made from Linci cloth, a special pressed cloth made from rabbit fur.
Sicilian cart, Italian purses, Italian tapestry.

ITALY

RECIPES

(1) Italian Spaghetti with Meat Sauce

Serves 25	Serves 100	
1 pound	5 1/2 pounds	Spaghetti
1 gallon	4 gallons	Boiling Water
1/4 ounce	1 ounce	Salt
3 1/2 pounds	14 pounds	Ground Beef
3/4 pound	3 pounds	Chopped Onions
1/2 pound	2 pounds	Shredded Cheese
1/4 gallon	1 gallon	Tomato Paste
2 tablespoons	1/2 cup	Salt

Cook spaghetti and salt in boiling water. Drain. Brown ground beef lightly. Add onions and cook until onions are clear. Drain. Blend cheese with meat mixture. Add remaining ingredients. Serve over spaghetti.

(2) Green Vegetable Salad

Serves 25	Serves 100	
1 pound	4 pounds	Lettuce
1/4 pound	1 pound	Endive
1/2 pound	2 pounds	Radishes
1/4 pound	1 pound	Green Peppers
1 pound	4 pounds	Cucumbers
1/4 pound	1 pound	Romaine

Combine all vegetables. Cover and chill. Serve with dressing. Serve with alfalfa sprouts.

(3) Fresh Fruit Cup

Serves 25	Serves 100	
3 pounds	12 pounds	Peaches, sliced
3 pounds	12 pounds	Bananas, sliced
4 1/2 pounds	18 pounds	Orange Sections
4 pounds	16 pounds	Pineapple Chunks

Combine all fruits. Chill and serve.

100

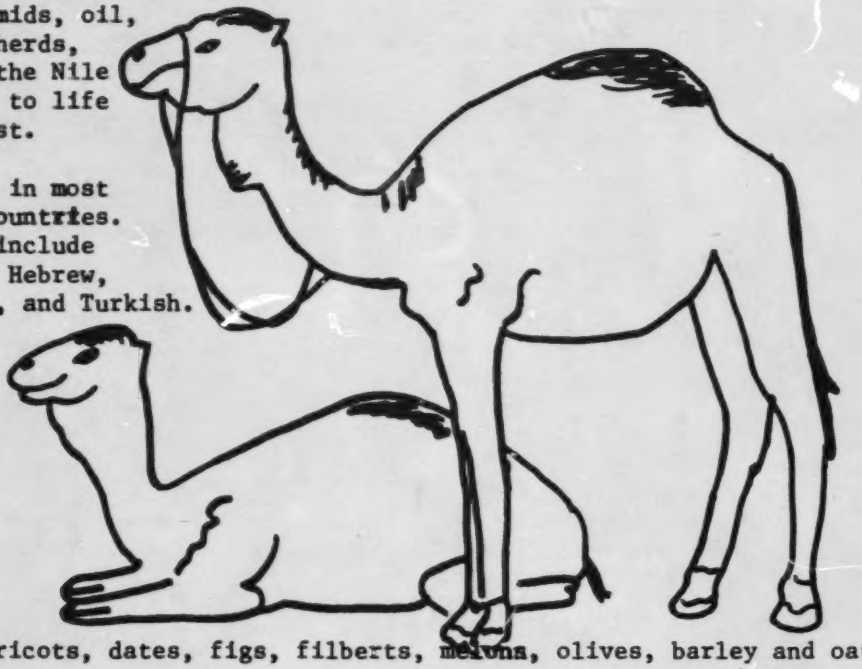
MIDDLE EAST

Menu

Tabouli
(Lebanese wheat and white beans)
** Pita Bread w/filling of shredded cheese, lettuce, Alfalfa sprouts, cucumbers and onions.
Orange slices with Figs and Dates
Dahi (Yogurt)*
Milk

The desert, pyramids, oil, Nomadic tribes, herds, the Suez Canal, the Nile Valley are vital to life in the Middle East.

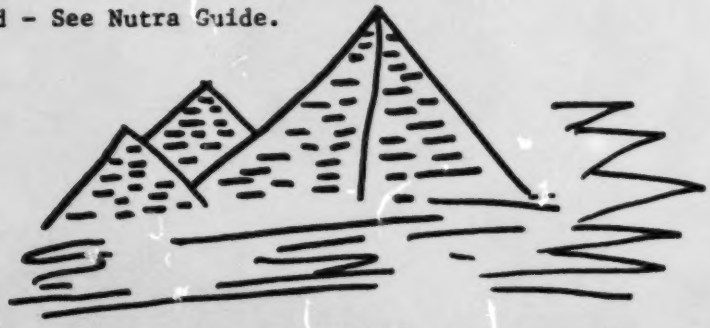
Arabic is spoken in most Middle Eastern countries. Other languages include Armenian, Greek, Hebrew, Kurdish, Persian, and Turkish.



Crops include apricots, dates, figs, filberts, melons, olives, barley and oats.

*Yogurt in India is called Dahi and 2500 years ago was called "food fit for the gods".

** Pita Bread - See Nutra Guide.



MIDDLE EAST

TABOULI *

SERVES 25	SERVES 100	
4 1/2 Cups	18 Cups	Uncooked Bulgur or Cracked Wheat
9 Cups	36 Cups	Vegetable Stock or Sprout Water
1 1/2 Teaspoons	6 Teaspoons	Salt
1 1/2 Cups	6 Cups	Cooked Chick Peas or White Navy Peas
6 Medium	24 Medium	Tomatoes, chopped
9 Tablespoons	2 Cups +	
	4 Tablespoons	Oil (or Italian Dressing)
3 Teaspoons	4 Tablespoons	Salt (to taste)
1/4 Teaspoon	1 Teaspoon	Garlic
9	36	Green Onions or Scallions and Tops, chopped fine
3/4 Cup	3 Cups	Finely chopped fresh Parsley
4 1/2 Teaspoons	6 Tablespoons	Chopped Fresh Mint Leaves
6	24	Juice of Lemons
2 pounds	6 pounds	Lettuce
		Top with Alfalfa Sprouts

Bring water to a boil with salt. Add cracked wheat slowly and boil for 5 minutes. Remove from heat, cover tightly and set aside for 2 hours. (When using bulgur, bring to boil, cover and set aside for 1 hour.)

Drain off excess water and chill. Toss thoroughly with all other ingredients, season to taste and serve on bed of lettuce and top with alfalfa sprouts.

Tabouli is best made ahead and allowed to chill overnight.

Delicious with Pita bread.

*Recipe from Nutra Guide.

OUT OF THIS WORLD

Monday

Space Kabob
Creamy Cole Slaw
Cosmic Corn
Angel Rolls
Satellite Supreme Cookies
Milk

Tuesday

Neptune Special
Earth-Browned Potatoes
Tomato and Onion Orbit
Comet Rolls
Milky Way with Flying Saucers
Milk

Wednesday

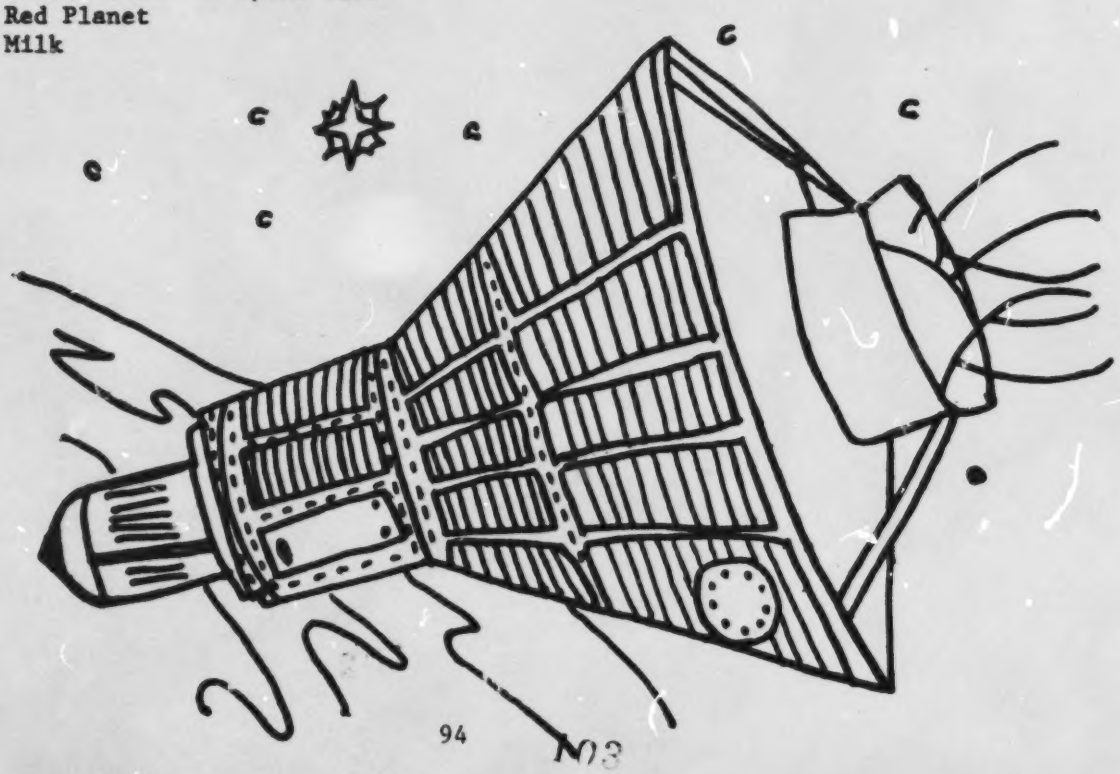
Solar Soup
Sputnik
Sweet Potato in Space Suit
Red Planet
Milk

Thursday

Venus Roast Beef - Missile Gravy
Moon Rice
Jupiter String Beans
Heavenly Biscuits
Sun Slices
Milk

Friday

Galaxy Fillet with Saturn Sauce
Mercury Potato Salad - Jet Rings
Interplanetary Gumbo
Universe Rolls
Rocket Fruit Cup
Milk



FOOD PREPARATION

Monday - - Space Kabob. (Cubed chicken or turkey or beef alternated on a skewer with green peppers and onions.)
Cosmic Corn. Whole Kernel Corn with a little pimento added.
Satellite Supreme Cookies. Carob cookies (See Nutra Guide.)

Tuesday - - Neptune Special. Beef with gravy.
Tomato and Onion Orbit. Tomato wedge with Onion Rings.
Milky Way with Flying Saucers. Banana Pudding.

Wednesday - Solar Soup. Thick vegetable soup with Barley and Limas.
Sputnik. Peanut Butter and Applesauce Sandwich on Brown Bread.
Baked Sweet Potato.
Red Planet. Red Apple.

Thursday - - Sun Slices. Orange Slices.

Friday - - Uranus Fillet. Fish with Tartar Sauce.
Hot Potato Salad.
Jet Rings. Green Pepper Rings.
Interplanetary Gumbo. Tomatoes, Okra, Corn.
Universe Rolls. Cornmeal Rolls.
Rocket Fruit Cup. (Seasonal Fruit.)

101

Scandinavia

Menu

Gegrilltes Beefsteak in Sosse
(Grilled Beef Steak in Gravy)
Gedämpfter Reis
(Steamed Rice)
Frischer Gemüsesalat
(Fresh Vegetable Salad)
Dänisches Brötchen
(Danish Roll)
Butter
Gekuhlte Obstschale
(Chilled Fruit Cup)
Milch (Milk)

Suggested Food Preparation

Recipes on following page.

(1) Grilled Beef Steak -- Ground Beef mixed with bulgur or rolled oats shaped oblong to resemble "steak". Serve with wheat germ gravy.

(2) Fresh Vegetable Salad -- Lettuce, fresh Spinach, tomatoes, green peppers, cucumbers and sprouts.

(3) Danish Roll -- Make as a cinnamon bun with filling of grated orange and dried fruits.

(4) Chilled Fruit Cup -- Strawberries, peaches, and oranges.

Table Decorations

Use lighthouses and Viking ships. Fishing nets and models of fish can be used. Make a Scandinavian newspaper. Tell something about each of the Scandinavian countries. Tell about the foods used in school lunch menu.

SCANDINAVIA

RECIPES

(1) Grilled Beef Steak

Serves 25	Serves 100	
4 pounds	16 pounds	Ground Beef
1/4 pound	2 pounds	Rolled Oats or Bulgur
1 tablespoon	1/4 cup	Salt

Mix ground beef, rolled oats and salt. Shape into oblong patties to resemble "steak". Brown and serve with wheat germ gravy.

(2) Fresh Vegetable Salad

Serves 25	Serves 100	
1 pound	4 pounds	Lettuce
1/2 pound	2 pounds	Spinach
1 pound	4 pounds	Tomato Wedges
1/4 pound	1 pound	Green Peppers, diced
1 pound	4 pounds	Cucumbers, sliced

Combine all vegetables. Toss lightly. Chill and serve with dressing. Garnish with sprouts.

(3) Chilled Fruit Cup

Serves 25	Serves 100	
3 pounds	12 pounds	Strawberries
3 pounds	12 pounds	Peaches
3 pounds	12 pounds	Orange Sections

Combine all fruits, chill and serve.

SPAIN

Menu

Filete a la espanola con salsa
(Spanish Steak w/Gravy)
Arroz espanol (Spanish Rice)
Ensalada de legumbres con cebollas
(Vegetable Salad w/Spanish Onions)
Panecillo de trigo - mantequilla
(Wheat Roll - Butter)
Torta espanola (Spanish cake)
Leche (Milk)

Suggested Food Preparation:

Recipes on following page.

(1) Spanish Steak w/Gravy -- Use ground beef and shape into steak patties.

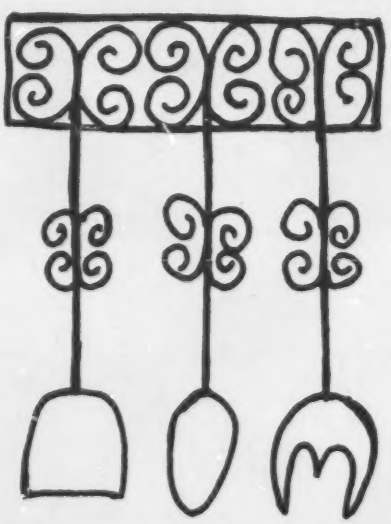
(2) Vegetable Salad -- Fresh spinach, cabbage, lettuce, sliced cucumbers. Spanish Onions can be made available to the children to serve themselves.

(3) Spanish Cakes -- Use recipe for carrot cake. Spread with icing to which cinnamon has been added.

(4) Carrot Cake - See Nutra Guide.

Table Decorations:

Make guitars of poster board. Leave the top out. Make arrangements of fruits and flowers in the guitar. China bulls from the 5 & 10 stores can be used.



SPAIN

RECIPES

(1) Spanish Steak with Gravy

Serves 25	Serves 100	
	17 pounds	Ground Beef

Season ground beef with salt. Shape into steak patties. Place into steam table pans and cover with Spanish gravy. Cook in 275° oven until vegetables are tender.

(2) Spanish Gravy

Serves 25	Serves 100	
4 ounces	1 pound	Chopped Onion
2 quarts	8 quarts	Tomatoes
1 pound	4 pounds	Diced Celery
8 ounces	2 pounds	Chopped Green Pepper
3 ounces	12 ounces	Chopped Pimento
1 tablespoon	4 tablespoons	Salt

Saute the onions until brown. Add other ingredients. Pour over steak patties.

(3) Vegetable Salad

Serves 25	Serves 100	
2 pounds	8 pounds	Spinach
2 pounds	8 pounds	Cabbage
1 pound	4 pounds	Lettuce
1 pound	4 pounds	Cucumbers, sliced

Prepare all vegetables, cover and chill. Serve with dressing.

(4) Carrot Cake - See Nutra Guide.

108

SWEDEN

Menu

Swedish Meat Balls
  Kottbullar
Swedish Salad
  Svenska Salat
Scalloped Potatoes
  Skalaperad Potatis
Filled Roll - Butter
  Jul-Brod-Beurre
Swedish Kringle
  Svenska Kringlor
Melk

Suggested Food Preparation

Recipes on following page.

(1) Swedish Meat Balls

(2) Scalloped Potatoes -- Alternate layers of sliced potatoes with grated cheese and white sauce.

(3) Swedish Salad -- Green cabbage, orange wedges, and lettuce.

(4) Filled Rolls -- Use yeast roll dough and roll the same as for cinnamon buns. Use raisins, grated orange peel, and ground dried cherries.

(5) Swedish Kringle -- Make regular drop cookies. Add cinnamon and allspice to dry ingredients - 1 tablespoon cinnamon and 1 tablespoon allspice to 3 1/2 cups flour. Sprinkle coconut on top of cookies.

Table Decorations

Make light houses. Place one on each table. Use maps, flags, and sailing boats. Feature the winter sports of Sweden, products of the country.

SWEDEN

RECIPES

(1) Swedish Meat Balls

Serves 25	Serves 100	
4 pounds	16 pounds	Ground Beef
4	16	Eggs
1 ounce	3 ounces	Grated Onion
1/2 ounce	2 ounces	Salt
1/4 pound	1 1/2 pounds	Rolled Wheat
1 ounce	3 ounces	Green Pepper (chopped)

Combine all ingredients, measure with scoop and form into balls on baking sheet. Bake at 325° approximately 2 1/2 hours. Make a milk gravy and pour over meat balls.

(2) Scalloped Potatoes

Serves 25	Serves 100	
5 3/4 pounds	23 pounds	Potatoes, sliced thin
1/4 pound	1 pound	Butter
3/4 pound	3 pounds	Grated Cheese
1/4 pound	1 pound	Flour
2 quarts	2 gallons	Hot Milk
1 1/2 teaspoon	2 tablespoons	Salt

Alternate layers of sliced potatoes with grated cheese. Mix other ingredients and pour over potatoes. Bake covered 350° 15 minutes. Remove cover and bake 30 minutes longer or until potatoes are done.

(3) Swedish Salad

Serves 25	Serves 100	
2 pounds	8 pounds	Cabbage
4 1/2 pounds	18 pounds	Orange Wedges
1 3/4 pounds	7 pounds	Lettuce

Shred cabbage and lettuce. Add orange wedges. Add mayonnaise and salt to taste.

ARE YOU A SUGARHOLIC?

Being a sugarholic means that you are "hooked" on the carbohydrate known as sugar. Sugar that is in . . . . . relishes, catsup, cereals, breads, sweet baked desserts, soft drinks, salad dressings, bread stuffings, soups, cured meats - even in salt.

All this adds up to an average of 128 pounds of sugar per year consumed per person in the United States - 70 to 75 pounds of which is hidden in foods - compared to 20 - 60 pounds per person in 1900.

Suppose you get 20% of your calorie requirement from sugar, the other 80% of your diet has to supply the nutrients in sufficient amounts the body needs to maintain health.

Large amounts of "empty calorie" foods create a "Crowd Out Food Syndrome".

Refined sugar or sucrose offers no vitamins, minerals or vital nutrients needed by the body to maintain health.

In determining what foods to eat, ask yourself "What will this food do for my body?"

The different types of sugar are: Glucose - a natural occurring sugar found in fruits and vegetables. It is a key material in the metabolism of plants, animals and humans. Once inside the body, many of our foods are converted into glucose which is usually called blood sugar. Dextrose - derived synthetically from starches and is also "corn sugar". Fructose - Fruit sugar. Maltose - Malt sugar. Lactose - Milk sugar. Sucrose - Refined white sugar made from the sugar cane and sugar beet. Sugar cane and sugar beets contain natural minerals but when refined, the minerals are no longer present.

What effect does the overconsumption of sugar have on health? Authorities who know list the following as some of the effects: Tooth decay and Peridontal disease, obesity, diabetes, upsets calcuim phosphorous levels, heart disease, hypoglycemia, high blood pressure and Myopia.

While no sugar is best, the less sugar eaten is at least better. What to do?

1. Learn to read labels.
2. Prepare more foods "from scratch".
3. Eat fresh fruits and drink unsweetened fruit juices.
4. Practice eating whole foods.
5. Reduce amount of sugar in recipe by 1/4 then by 1/2 since less is best.
6. Convert recipes to use dark molasses, honey, sorghum, pure maple syrup or powdered fructose. These do not appear to upset the blood level of insulin production since they are metabolized more slowly and less is required than refined sugar. These foods also contain minerals.
7. Keep healthful, nutrient rich snacks on hand such as raw vegetable sticks, yogurt, fresh fruit, popcorn, cheese (Cottage Cheese also) nuts and seeds.
8. Drink water.

DON'T BE A "CROWD OUT" OR A "SUGARHOLIC"

Read:

Nutrition Against Disease - Dr. Roger Williams

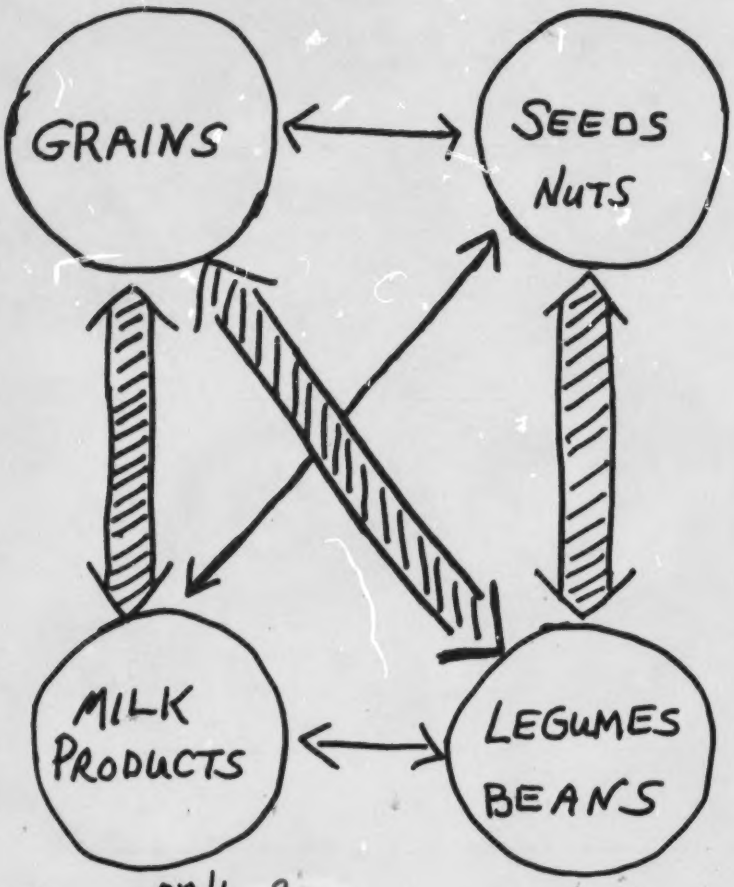
Sweet And Dangerous - John Yudkin, M.D.

Diet Away Your Stress, Tension And Anxiety - J. Daniel Palm, Ph. D.

Psycho-Dietetics - Dr. E. Cheraskin and Dr. W.M. Ringsdorf, Jr.

Body Chemistry - Dr. Hal Huggins

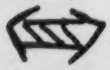
Parklane School
Miss Larson's
Sixth Grade



If vegetables and milk products are combined properly they can become a source of protein which can be substituted for meat products.

only a

<--> few items complementary

 several items complementary

In order for our bodies to use the proteins we eat, the protein must be complete and contain <u>eight</u> <u>amino acids</u> in correct proportions. If any one of the eight amino acids is missing from the proteins we eat, then the amount of protein our bodies can use is limited. Animal protein has a good balance of amino acids, but when vegetables are used as a source of protein, they must be combined properly.

For example, <u>Beans</u> (low in sulfur-containing amino acids) can be combined with wheat (<u>grains</u> high in sulfur-containing amino acids) to make a protein as complete as any meat product.

How CAN you Combine the foods on these Lists to make Complete Proteins?

Dairy Products
Milk Products

Cottage Cheese
Milk
Yogurt
Cheese
Ice cream
Eggs

Legumes
Beans

Soybeans
Mung beans
Broad beans
peas
Black beans
Black eyed peas
Kidney beans
Chick peas
Lima beans
Lentils

SEEDS
NUTS

Sesame seeds
Walnuts, Brazil nuts
Cashews
peanuts
Peanut Butter
SUNflower Seeds
Pumpkin Seeds

GRAINS - BREADS
Cereals & their products

Wheat
Rye
Noodles - Spaghetti - Macaroni
Cracked Wheat
Bulgur - Millet
Barley
Oatmeal
Flour
Cornmeal
Rice
Wheat Germ
all grains used should be whole grains

Activities

① Plan a days meals including meats.
② Plan a day's meals without meats.
③ Try to figure the cost of each days foods
④ Try to find ⑤ meatless recipes you would like to try.
⑤ Are the school's meatless meals combined properly? Explain.

BLACK HISTORY MONTH

FEBRUARY

When we think of Black History we immediately let our minds wander back to search and see what the Negro has really contributed. Being a native of Georgia, my first preference is Martin Luther King, Jr., born in Atlanta who helped the Negroes of all American cities. Other outstanding black leaders include: Mary McLeod Bethune, George Washington Carver, and Booker T. Washington.

A brief history of three of my most admired blacks includes:

MARY McLEOD BETHUNE

Mary McLeod Bethune, one of the most renowned pioneers in Negro Education in the United States. She was born to parents who had been slaves until the Civil War. She went on to become president of the college bearing her name and an advisor to President Franklin D. Roosevelt.

Mary McLeod Bethune was born on July 10, 1875 in Mayesville, South Carolina. As a child, she worked in cotton fields owned by her parents. She could pick 250 pounds of cotton a day. She had an inquisitive mind and wanted to learn to read but where she lived, there were no schools a Negro child could attend. A Negro missionary opened a school in Mayesville, but only one member of the family could be spared from the field to attend. Mary was chosen. Later a scholarship enabled her to go to Scotia Seminary in Concord, North Carolina and the Moody Bible Institute. In 1904, she rented a four room shack in Daytona Beach, Florida and with only $1.50 in her pocket, opened the Daytona Normal and Industrial Institute for Negroes. Tuition was 50¢ a week.

During her life she received many awards for her achievements. She died May 18, 1955 in Daytona Beach, Florida.

GEORGE WASHINGTON CARVER

George Washington Carver was born in 1859 and died 1943. His parents were slaves. As a child he did not grow strong enough to work in the fields, but he did household and garden chores. He had a green thumb and was able to make plants flourish. In his early teens, he left the Carvers who owned him to get an education. He did cooking, laundry and odd jobs to get through high school in Kansas. He then went to Simpson College at Indianola Iowa State College of Agriculture and Mechanic Arts. He received his M.S. in Agriculture in 1896.

Carver won international fame for agriculture research. He revolutionized the agriculture of the south. He developed products from such crops as peanuts, sweet potatoes and pecans, convinced southern farmers to grow these crops in place of cotton to provide new sources of income. Carver made more than 300 products from peanuts; they ranged from instant coffee to soap and ink. He made 118 products from sweet potatoes, including flour, shoe blacking and candy. He made synthetic marble from wood shavings, dyes from clay and starch, gum and wall board from cotton stalks.

In 1896, Carver joined the staff of Tuskegee Institute as a college professor. He spent the rest of his life there. His life savings of $33,000 went to the George Washington Carver Foundation for agricultural research. This foundation was established in 1940 as Tuskegee Institute. He was one of our greatest scientists.

BOOKER T. WASHINGTON

For years Booker T. Washington was the recognized leader of the Negro people of the United States. He was the head of the Tuskegee Institute in Alabama. Almost unaided, he raised money to help start it and kept it going many years. Washington was adviser on Negro matters to several United States Presidents. He helped Negroes all over the south to learn how to learn a better living and to lead better lives.

Booker T. Washington was born a slave April 5, 1856 on a small plantation in Franklin County, Virginia. His mother, Jane Ferguson, was a slave who served as a cook. His father was an unknown white man. Booker had an older brother and a younger sister. When the civil war freed the slaves, Jane Ferguson took her family to Malden, West Virginia to start a new life.

Booker helped to support the family by working in a salt furnace and later in a coal mine. He learned the alphabet, then studied nights with the teacher in a Negro school. Later, he went to school but worked five hours each day before school opened. When asked his name, he replied, "Booker Washington", then he heard that his mother had named him Booker Taliaferro, using an old Virginia family name, therefore, he called himself Booker Taliaferro Washington. In 1870, he started doing housework for the owner of the coal mine. The owner's wife encouraged his studies and he managed to save a few dollars. At 17, he walked 300 miles to enroll at Hampton Institute in Hampton, Virginia. As an admission test, he was told to clean a room. He swept it four times and dusted it four times. He was admitted.

After graduation at Hampton, he taught school at Malden and Hampton. His first task was to help his students. He taught them to farm, to make brick and clothing, to cook and wash and iron and to become useful citizens. He linked academic subjects with practical work. For instant the students helped build a house. They wrote about it in an English class, used building problems in arithmetic.

Booker T. Washington National Monument was created at his birthplace on April 2, 1956. Of his many books the best known is "Up From Slavery" - the story of his life. Booker T. Washington died in 1915.

"FOR BLACK HISTORY MONTH"

Suggested activities might include a display of art, paintings, music, tapestries and weaving murals and books relating to Black History.

One of our menus used
during "Black History Month"

Blackeyed Peas with Ham Shanks

Macaroni and Cheese

Sliced Tomatoes, Green Pepper Rings and Red Onions

Cornbread

Crisp Apple Cobbler

Milk

Mrs. Annie Ruth Arnold
Food Service Manager
Headland High School

ISRAEL

Recently at The Meadows Elementary School, a stuay of Israel resulted in planning and serving an Israli meal in the cafeteria. Mr. Bob Hamil, Principal of The Meadows School statzs that all of the students have been involved along with teachers in assembly programs, learning native songs and music and that from these experiences students have learned to appreciate the Jewish culture. Parents and community friends were also involved not only in enjoying the Israli meal but also in sharing experiences. Mrs. Betty Harden shared slides of her recent trip to Israel and discussed with students how a Jewish family observes the Passover.

Mrs. Cathy Smith's first grade and Mrs. Pat Stanfield's third grade discovered that the Jewish culture is inseparable from Hebrew religious beliefs and as a result Jewish cooking is influenced by dietary laws based on Biblical passages. The Kashruth determines the dietary foods that can be served and also the approved manner of food preparation. Meat and fowl are prepared in accordance with the rules of Sh'Chitah. The mixing of meat and dairy products is prohibited according to the dietary laws of the Torah. Milk is served at some other time other than combined with meat.

The Jewish calendar combines events of religious and historical significance which are celebrated in the home as well as the synagogue. Certain foods have become associated with specific holidays and have been woven into the Jewish culture.

Rosh Hashanah, Yom Kippur, Sukot, Seder, Shavout' and Hanukkah symbolize some of the high holy days and festivals that are celebrated.

The Jewish calendar is based on the revolutions of the moon around the earth. The

Gentile calendar is based on the sun and its movement with the earth.

First graders, Jennifer Caruso, Lori Persons and Shea Daws enjoyed discussing the Manorah, the Star of David, the flag of Israel, the capital of Isreal, Jerusalem and the largest city TelAviv.

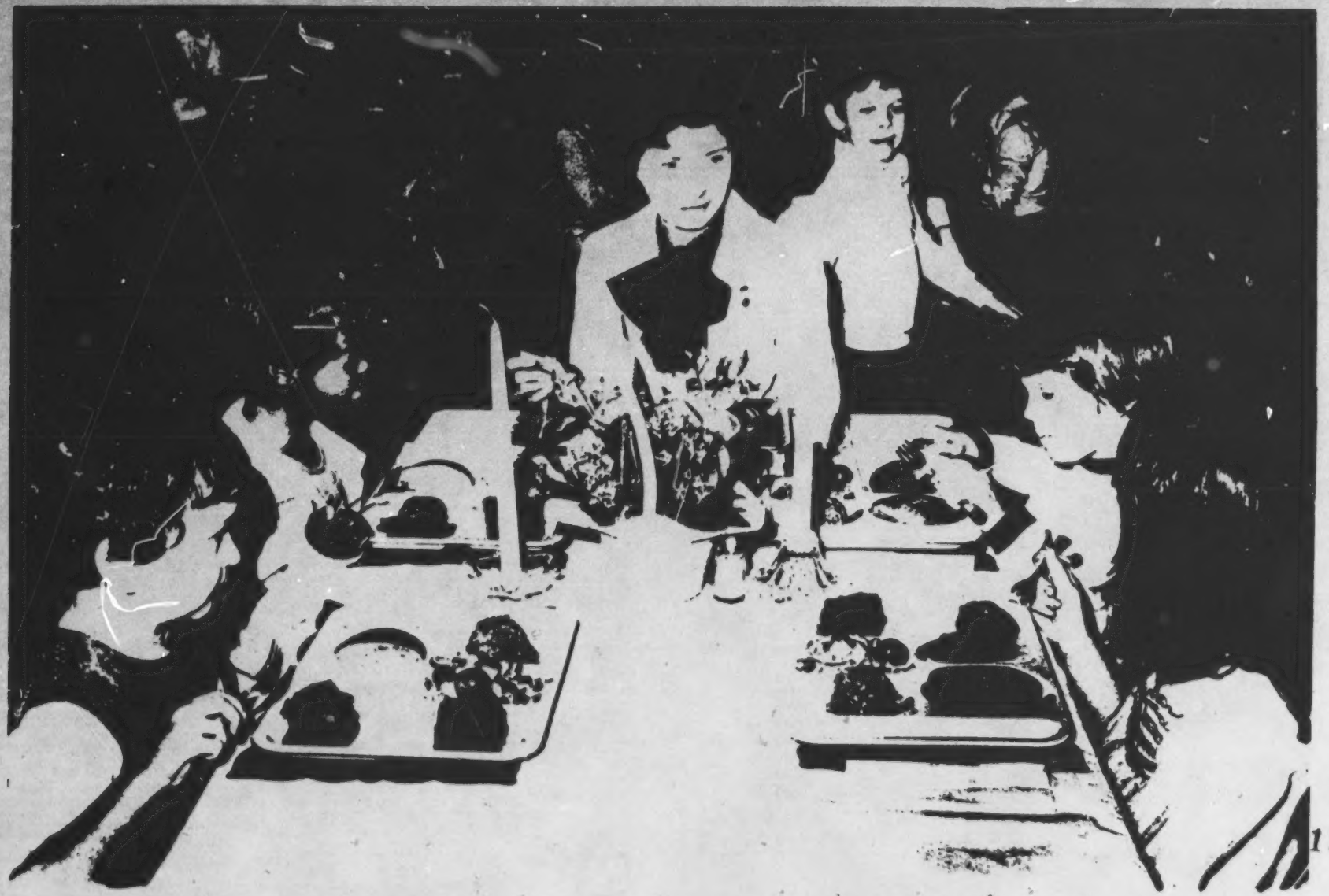
Bill Green and Greg Williams, third graders, described the national resources and that Israel needs more land, water and trees to expand growth.

Seventh grader, Thana Nguyn designed the bulletin board in the cafeteria with paintings of the Tower of Israel and camels as a mode of transporation. The theme Shalom "May Your Days Be Filled With Peace" and "Ess Mein Kind" (Eat My Child) were displayed in cafeteria decorations.

The cafeteria featured the Israli colors using white tablecloths with blue place mats. On the tables were milk glass bud vases containing fresh blue iris and white daisies. Blue and white candles were featured on alternate tables.

In order for the meal to be "kosher", milk was served earlier to the students and fruit juice was available with the meal. "Sproutarians" in The Meadows classroom grew the alfalfa sprouts served with the salad.

Our appreciation goes to Rabbi Donald Peterman for interpreting the menu in Hebrew and to Mrs. Rita Dressler for her assistance with recipes and menu preparation. Mrs. Mary Carter, Manager and the Food Service staff enjoyed the fun learning experience as new and unusual foods were introduced on the Israel Menu.



120

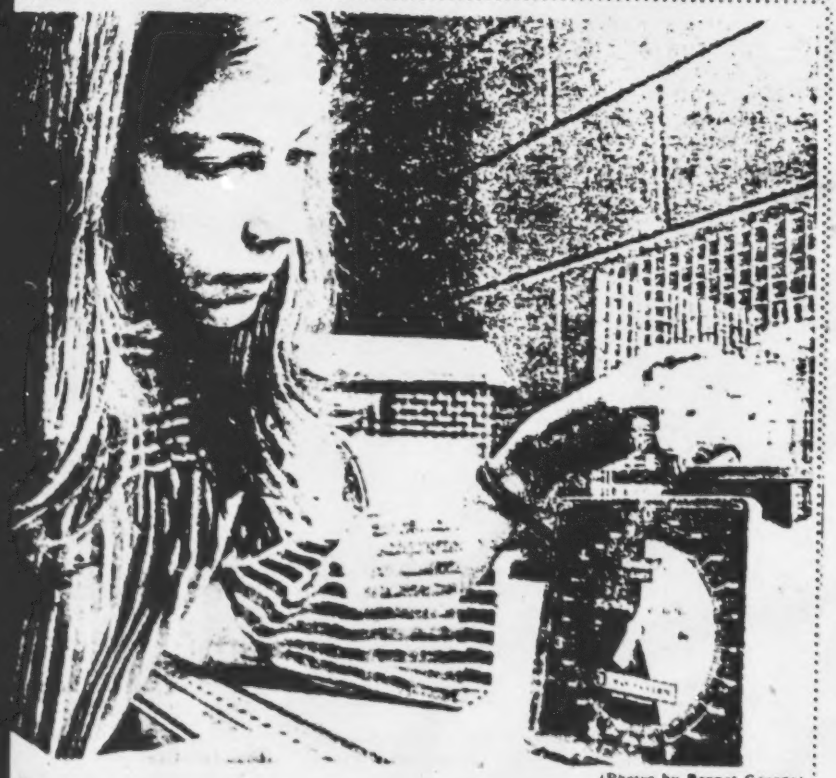
121

ISRAEL Lunch
THE MEADOWS School

Daily SOUTH FULTON Recorder

More than a newspaper.., A community service

NO. 92 FAIRBURN (30213) AND EAST POINT (30344), FULTON COUNTY, GEORGIA THURSDAY FEBRUARY 12, 1976



(Photos by Bennet George)

JODI WATLINGTON WEIGHS HAMBURGER FED "LITTLE ANN"
In Meadows Elementary nutrition experiment

Nutrition?

Junk Food Proves Lacking In Meadows' Experiment

BY PENELOPE MCHAN
News Editor

Junk food addicts at The Meadows Elementary School in College Park are now thinking twice before they pop candies, hamburgers, and other junk into their mouths, thanks to six white rats and a seventh grade experiment.

Through the altered diets of the three pairs of white mice seventh graders have discovered animals really are what they eat and have found just what constitutes a balanced diet, for men and mice.

During the experiment, which began in January, the students fed one pair of white mice a balanced diet of Type A lunches from the school cafeteria. The second rat couple ate hamburgers, french fries and soft drinks while the third ate only junk food, like candy, desserts, potato chips and soft drinks.

"What resulted is a graphic picture of what will happen when animals don't have a balanced diet", explained Mrs. Jerri Gabriel, seventh grade team teacher who worked with the project.

The students chose rats; Gabriel said, because they "react to food much the same as humans but in a much shorter time." She pointed to the rats to illustrate how they reacted to their varied diets.

"Rufus and Priscilla ate all good food and are happy and calm, have smooth coats and tails. They have grown and when you hold them, they remain calm," said Gabriel.

But, as Gabriel pointed out, the rats who ate hamburgers and fries, a diet many young people prefer, were fat and lazy not alert at all. The coats of Old Dan and Little Ann were ragged and their tails were somewhat scaley.

The most marked difference was in the junk food rats Elmer and Lulu, who were nervous and irritable, skinny and had developed discoloration on their tails.

"In fact, one of the junk food rats became so malnourished, she chewed up her water bottle," Gabriel said.

The most important results of the rat experiments was the creation of an awareness of the children concerning what they eat themselves.

"Now when they send something back in the lunchroom, they realize they've unbalanced their meals and they ask what is it they are not getting," Gabriel said.

Although the experiment grew from studies about nutrition and the digestive system, the students have been able to include mathmetics and communicative skills in the project.

Students desired and built the rat cages, measured and weighed the rats using both metric and standard scales, and have produced booklets and posters to illustrate their findings to other classes.

And, a daily record has been made of which foods were served and what vitamins, and minerals and other nutrients each food supplies. They will keep this chart for future reference.

Throughout the project, the students have had the cooperation of the cafeteria manager, Mary Carter, whose staff prepared the rats' lunches and gave information on what nutrients are available in Type A lunches and other balanced dishes.

See RATS on page 2

Rats

Continued from page 1.

"The project has really made people sit up and take notice. Of course, we can't make the children eat everything on their plates, but they do notice now what they eat," Carter said.

Currently, the seventh graders have begun a second phase of the project—feeding the rats balanced diets again to see if their bodies will repair the junk food damage.

"We hope they will see putting off eating good food now may be too late later," Gabriel said.

Along with the project's second phase, the seventh graders are creating booklets, tapes and film strips to show the rats' story to other classes and other schools. Assisting with this phase are M.D. Collins high school students, Gregg Robinson, Jay Abbott and Nancy Nelson.

Already the group has has been invited to display and to discuss their findings this week at the Fulton County cafeteria managers' meeting at Heard's Ferry Elementary in North Fulton.

But, the most important result of the project has been improved eating habits among the students and hopefully better participation and cleaner trays in the school cafeterias.

South Fulton Today, 1976
Seaborn Lee School Fulton County

Seaborn Lee

Students Get Dutch Treat

By DWIGHT OTWELL
Staff Writer

It was Netherlands day at Seaborn Lee Elementary school last Wednesday.

The school cafeteria was decorated with maps of the Netherlands, yellow and red windmills and students and teachers wearing pointed, Dutch hats and long, Netherlands style dresses.

The entire third grade participated in the project. Students studied the Netherlands and made decorations during the three weeks before Netherlands Day at the Scarboro Road school.

Cafeteria workers even got in on the fun, dressing up Netherlands style and serving Macorni Met Kaasen Ham, grona ionca, Dutch salat, apfeln pie with streusel and melk.

Third grade teacher Sarah Crutchfield said her students made maps of the Netherlands, did individual reports and even called Atlanta-based airlines to find out how much it would cost to fly to the Netherlands.

Student teacher Nancy Hamilton said her class made windmill posters and helped decorate the cafeteria along with Mrs. Crutchfield's class.

Miss Hamilton's class even got a taste of what Netherlands children get at school when they had hot chocolate and cheese one day, a treat that Netherlands children have quite often.

Third grade students at Seaborn Lee went around Wednesday spouting off facts about the Netherlands like a travel agent.

Students reported the purpose of windmills and the country's chief exports.

Staff Photo by Dwight Otwell

DUTCH LASSIES GRACED SEABORN LEE LAST WEEK
Girls Are Members of Sarah Crutchfield's Third Grade

NASSP Newsletter

NASSP SPOTLIGHT

ON MIDDLE, INTERMEDIATE, JUNIOR, AND SENIOR HIGH SCHOOLS

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS

December 1976

Thought you might be interested! We are ahead

Improving nutrition—a vital challenge for schools

Christopher Gussis, adjunct professor at Montclair State College, Upper Montclair, N.J., feels that the schools ought to place more emphasis on the nutritional education of adolescents. He feels that quality nutritional education programs should be offered on a broad scale in schools. He presents his ideas on the subject below.

Numerous studies link nutritional deficiencies in teenagers to bone, dental, and skin diseases, mental retardation, obesity, chronic fatigue, and other complications. For this reason, generous budgetary sums are appropriated by schools, state, and federal agencies seeking to improve the nutritional status of teenagers.

Despite concern, the nutritional quality of teenage diets continues to deteriorate. Some of the significant factors contributing to this dilemma are failure to eat breakfast, unsound selection of foods, fear of obesity, and lack of time to eat properly.

Adolescence is a period of rapid growth and extreme activity. Consequently, the need for essential nutrients is greater during this period than at any other stage of life.

Present efforts by health agencies and other groups are inadequate in improving teenage nutrition. The solution to this dilemma, therefore, must be found at its most promising point—quality nutritional education programs on a broad scale in schools. Schools must accept this vital challenge and play an exemplary role by seeking more viable solutions to the problem.

Presently schools do not go beyond perfunctory attention to the dietary needs of students. This is evidenced by the decreasing interest and enthusiasm over school lunches, shortened lunch periods, vending machines with non-nutritional foods, and unimpassioned nutritional education programs taught by teachers with little knowledge of nutrition. Although it may be a false indictment to say schools have been indifferent to developing proper dietary patterns in students, the need for reevaluation is evident.

How can schools alleviate this serious health dilemma? They must begin by taking steps that *positively* reinforce sound eating habits and attitudes. They must incorporate *quality* nutritional education programs into an ongoing health curriculum (K-12). These programs must link nutrition to such interest-centered topics as personal growth, appearance, vitality, and behavior, and be consistent with current information and research. Health specialists must provide the leadership in developing and expediting these programs for all grades.

Meaningful inservice training opportunities must also be arranged to improve teaching competencies on nutrition and health in curricular and extracurricular activities. A variety of new techniques, resources, and consultive services must be used to stimulate students, evaluate their progress, and motivate them toward lifelong interest in their diets.

Traditional classroom sessions must be revised and made more relevant to outside life. Discussion groups and other informal sessions that are led by students can use teachers as resource persons. Every aspect of nutrition should be presented fairly and factually. Students should recognize that good diets do not just happen but are planned and that proper nutrition does make a difference in achievement of goals. Clubs and other groups may be formed to create an atmosphere in which poor diets are discouraged and to furnish students with congenial peer group reinforcement.

A new look must also be taken at the structure of lunch periods. Shortened lunches must be challenged to allow adequate time for leisure eating. Those missing breakfast should be given opportunities for pre-school or other snacks.

Concern should also be given to improving the quality of lunches. Foods available may be monitored through lunch programs and vending machines. Wide selections of properly planned and prepared foods must be readily available. Vending machines should offer such nutritious foods as fresh fruits, fruit juices, dried fruits, ice cream, cheeses, peanut butter crackers, milk beverages, sandwiches, and fresh vegetable wedges.

In the final analysis, the ultimate achievement of the program will depend upon the degree of commitment by all concerned. Emphasis on nutrition in schools is a valuable first step and well worth the consideration of school officials. We must instill in each student, by the time he leaves school, the belief that proper nutrition is, indeed, vital to health.

Foods I Eat

_____

	Breakfast	Lunch	Dinner	Snacks
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

Mrs. Beverly McLean
The Meadows Elementary School

"Health and Nutrition Fair"

The Student Nutrition Action Group (SNAG) is an organization of students in Fulton County Schools interested in the promotion of better health and nutrition.

In the spring a HEALTH AND NUTRITION FAIR is sponsored by SNAG in cooperation with the NAG (Nutrition Action Group of Food Service Personnel) to bring all the action together with live displays of health and nutrition projects for the year.

SNAG Programs during the year include menu planning, cooking, tasting panels, food habit surveys, gardening, professional sponsored discussion groups on the relationship of health and nutrition to exercise, the use of drugs, smoking and other related social problems.

Principals, Parents, Teachers and Food Service Personnel serve as advisers to SNAG.

Poulet suprême

persillé

Riz au beurre

Haricots verts

Salade verte

Petites baguettes

Mousse au chocolat

Lait

S.L. Lewis

PRINCIPAL HAMIL'S NUTRA SOLAR BAR

AN ENERGY TREAT

Yield: 50 One inch squares

Just as our planets in space receive energy from the sun, we also get energy from the foods we eat. We have learned this year the value of eating good foods.

We have talked many times about the value of good, wholesome snacks. So, we have developed a completely nutritious treat.

TRY IT. YOU'LL LIKE IT!

YOU WILL NEED . . . .

2 1/2 Cups of Carob Chips
5 Tablespoons Water
1 Cup of Chopped Dates
1 Cup of Coconut (Shredded)
1 Cup Chopped Walnuts
1 Cup Mixed Seeds and Nuts
1 Teaspoon Lecithin
1 Package Cream Cheese (8-ounce)

HOW TO MIX . . . .

1. Melt carob in double boiler, adding 5 tablespoons water.
2. Mix other ingredients in large mixing bowl.
3. Spread 1/2 of carob, when melted in well buttered 13" X 17" baking pan.
4. Spread other mixed ingredients evenly over carob.
5. Cover with rest of melted carob.
6. Cut in bars and serve.
7. EAT AND ENJOY.

TESTED AND PREPARED BY:

MRS. STANFIELD'S CLASS
THE MEADOWS SCHOOL
THIRD GRADE

This is Delicious!

THE SUN 5/11/78

Ms. Eversole tells a story from Mother Goose.

Students Sample Literary Flavor During Library Week

"The way to a child's stomach is through a book," is a new twist to an old saying and it's no lemon. Students at The Meadows Elementary in College Park were recently encouraged to read by appealing to their sense of taste in an activity "cooked up" by librarian Rosemary Eversole and cafeteria manager Mary Carter in conjunction with the school's celebration of National Library Week.

As part of the activity, all foods on the week's cafeteria menu came straight from the pages of favorite children's books. The meals included foods such as "Tom's fried fish," inspired by one of Tom Sawyer's river misadventures, "monkey's mixed fruit" from The Story of Dr. Dolittle, "the Queen of Hearts' strawberry tarts" from Alice in Wonderland and "cracked wheat rolls" from The Little Red Hen and the Grain of Wheat. The food suggestions were taken from Carol MacGregor's The Storybook Cookbook.

By mid-week the special program was in full swing with various classroom activities that stressed the importance of reading and good nutrition. In teacher Martha Bennett's fifth grade class, the students dressed like storybook personalities and told the stories of their characters' lives and times to first graders. Meanwhile in the library, other groups of students were being enticed to read the tales of Old Mother Goose, told by Ms. Eversole. One group of first graders anxiously joined in the giant's chant, "Fee, fi, fo, fum," from Jack and the Beanstalk.

According to Ms. Eversole, "The schoolwide interest in the Nutra Lunch Program and good nutritional habits prompted me to combine two important parts of education-- reading and nutrition. The more people there are who think these two are important, the more important they are to the students."

She continued, "During my 10 years at The Meadows, I have noticed that students with good eating habits are also good readers. They can concentrate longer and learn more easily."

" YOU KNEAD TO KNOW "

Cooking is natural fun - not only for the excitement of creating delicious treats, but also for sharing social experiences. Kay Young's class at The Meadows Elementary School during their first year of school and their first year of "New Nutrition" have become "experts" in making "Pop Top Raisin Bread" as well as growing sprouts and having "Sprout Parties".

In fact their expertise at "Pop Top Bread" lead to a demonstration of their techniques at the April program of the Fulton County Food Service Association. The Managers became so fascinated that even they are going to make Pop Top Bread!

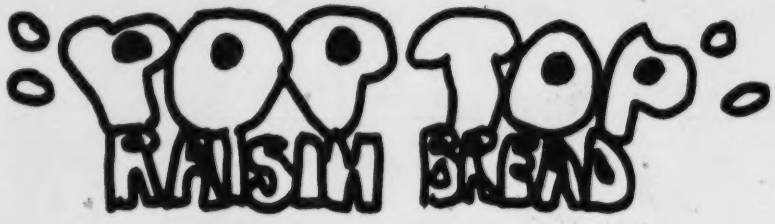
The Pop Top Raisin Bread is a recipe found on page 60 of "Kids Are Natural Cooks" (listed in Reference List.) This is an excellent book not only for elementary students but for "beginner adult cooks".

The first graders not only enjoyed the delicious bread as a treat but under Kay Young's capable guidance developed Science, Math, Sensory and Social Correlations.

The First Grade Sproutarians not only enjoy raising their own sprouts and having Sprout Parties but are the inspiration for an evening in-service training class of elementary teachers getting "turned on" to Sprouting.

The teachers are studying nutrition and are having their own "Sprout Parties".

What better example of a cooperative school experience? "FROM CLASSROOM TO CAFETERIA" can be delicious, fun and satisfying.



CAROB - AN ALTERNATIVE TO CHOCOLATE

Carob is becoming more and more popular in the "new" nutrition as an alternate to using chocolate. Carob also known as St. John's bread is a fruit dating back to biblical times. It is generally roasted or made into a powder and has a malt like flavor.

To replace chocolate with carob in recipes, use three (3) Tablespoons carob plus two (2) Tablespoons water = one (1) square chocolate.

Carob has 177 calories in a 3 1/2 ounce serving while cocoa has 295 calories.

Carob has 2% fat compared to 52% in chocolate.

Carob has 7% fiber while chocolate has 4.3%.

Carob does not contain the caffeine and theobromine found in chocolate. (These stimulants are not needed by the body and often cause allergy problems.)

Carob contains 46% natural fruit sugar, compared to 5.5% in chocolate. (Hence the reason for adding refined sugar to chocolate.)

Carob contains calcium, potassium, phosphorous, magnesium, silicon and iron. Carob does not interfere with calcium absorption as chocolate does.

1 Tablespoon carob = 30 calories.

For those who prefer the taste of chocolate and do not object to the fat content it is desirable to use baking chocolate which is chocolate in its pure form and generally is not loaded with sugar. Use only the unsweetened kind. (Read the label.)

THE TRIM-A-POUND LUNCH

The Trim-A-Pound lunch served in all schools, furnishes a nutritious low calorie meal. The T.A.P. lunch offers a choice of either a Chef's Salad Bowl or Cold Salad Plate, meeting the requirements of the National School Lunch Program.

The amount of foods specified in the National School Lunch Program is designed for the energy consuming youngster and results in excess calories for many students and adults. Students who are weight conscious or with complexion problems have expressed the desire to have lunch at school that would provide adequate protein, vitamins and minerals without excess calories. Boys participating in athletics who need to lose weight are delighted with the low calorie high protein lunch.

Teachers in the Fulton County System believe that the most effective way to encourage students to practice good eating habits is to set the example themselves. Many teachers previously wanting to participate in the lunch program discovered, however, that the typical high calorie meal not only found its way into the bloodstream, but settled on the hips as well.

The T.A.P. lunch started as a pilot program in several schools when principals and teachers who were on a formal weight reduction plan asked for a low calorie lunch. Teachers who bring their lunch or who do not eat lunch at all were a concern since teachers exert a tremendous influence on the eating habits of pupils.
Originally designed for the weight conscious faculty, the plan has been extended to students.

Nutra Program
Fulton County Schools
Atlanta, Georgia

FULTON COUNTY SCHOOLS
FOOD SERVICE PROGRAM

TRIM A POUND LUNCH

Chef Salad Bowl with Sesame Seed Cup
(Mixed Greens with Green Pepper Rings,
Radishes, Celery, Cucumbers, Carrot Sticks,
Tomato Wedges, Fresh Spinach)
Topped with Jack Cheese, Egg or Turkey Wedges
Choice of Hi Fiber Bread and/or Wheat Wafers

Sliced Cheese
Deviled Egg
Tomatoes Wedges
Celery and Radish Curls
Sunflower Seed Bread
Yogurt

Tuna Salad on Romaine with Sprouts
Pickle Slices
Tomato Wedges
Pear Half, Stuffed Dates
Green Pepper Rings - Carrot Sticks
Choice of Cracked Wheat Bread

Chicken Salad on Shredded Lettuce
and Cabbage
Tomato Wedges
Stuffed Celery
Sesame Rolls
Fresh Fruit

Tomato Wedges Topped with Cottage Cheese
on Salad Greens
Sliced Cold Chicken or Deviled Egg
Fresh Grapes and Pineapple Sticks
Choice of Sesame Bread or Wheat Wafers

Sliced Turkey
Cheddar Cheese Strips with Sprouts
Spinach and Salad Greens
Tomato Wedges with
Yogurt Spread
Apple Slices
Choice of Wheat Bread

Sliced Natural Cheddar with Hard Boiled Egg
Shredded Greens
Congealed Fruit
Marinated Vegetables
Wheat Berry Bread

Assorted Turkey and Roast Beef Cube
Cheese Strips on Spinach and Lettuc
Fruit Cup - Apples, Bananas,
Cantaloupe and Pineapple
Yogurt
Choice of Wheat Rolls or Wafers

Monterey Jack Cheese Sticks
1/2 Boiled Egg
Three Bean Salad on Vegetable Greens
Cantaloupe Wedges
Whole Wheat Bread - Nut Cup

Banana Boat Salad
(Sliced bananas, Cantaloupe Wedges, Walnuts,
Strawberries and Cottage Cheese)
Cup Soy Nuts
Cracked Wheat Bread
Sprouts

ACCOMPANIMENTS:

Alfalfa or Mung Sprouts
Assorted Salad Dressings
(Low calorie Blue Cheese, Thousand
Island, or French, Oil, Vinegar
Cottage Cheese)
Sesame Seeds - Nuts
Whole Wheat Croutons (prepared at
school)
Toppings: Miller's Bran, Wheat Ger

BEVERAGE:

Choice of Skim, Low-Fat, Buttermilk or unsweetened Fruit Juices

Obtain from the school library the Book List on Nutrition and Health.

BOOKS

Nutrition and Physical Fitness. Bogert, L. Jean, Briggs, George M., and Calloway, Doris H., W.B. Saunders Company 1973

Teaching Nutrition. Eppright, Ercel, Mattie Pattison, and Helen Barbour. Second edition. Ames, Iowa: Iowa State University Press, 1963.

Food and Man. Lowenberg, Miriam E., E. Neige Todhunter, Eva D. Wilson, Moira C. Feeney, and Jane R. Savage. New York: John Wiley and Sons, 1968.

Nutrition Education In Action. A Guide For Teachers. Martin, Ethel A. Chicago: Holt, Rinehart and Winston, 1963.

Nutrition In Action. Second edition. Chicago: Holt, Rinehart and Winston, 1963.

Robert's Nutrition Work With Children. Chicago: University of Chicago Press, 1963.

National Nutrition Conference For Defense. Gregory, Richard. Quoted by John R. Murlin

Promising Practices In Nutrition Education In The Elementary School. Jacobson, Boyd Hill.

Journal Of American Dietetics Association. Stone, J.G. "Getting The Most Out Of Health Education Tools". 16:329, 1940.

Nutrigenetics. Dr. R.O. Brennan. Educational Editions, P.O. Box 19694, Houston, Texas 77024.

Psycho-Dietetics. Dr. E. Cheraskin and Dr. W.M. Ringsdorf, Jr. with Arline Brecher Stein And Day Publishers, Scarborough House, Briarcliff Manor, New York 10510.

Nutrition Against Disease. Dr. Roger Williams, Pitman Publishing Company, 6 East 43rd Street, New York, New York 10017.

Sugar Blues. William Dufty, Chilton Book Company, Radnor, Pennsylvania.

Sweet And Dangerous. John Yudkin, M.D., Peter H. Wyden, Inc., 750 Third Avenue, New York, New York 10017.

Cooking For Your Hyperactive Child. June Roth, Contemporary Books, Inc., 180 North Michigan Avenue, Chicago, Illinois 60601.

Tilda's Treats. Karen Kelly and Joan Hopkins, Keats Publishing Company, P.O. Box 876, New Canaan, Conn. 06840.

Kids Are Natural Cooks. Parents Nursery School, Houghton Mifflin Company, Boston, Mass.

Health And Light. John N. Ott, The Devin-Adair Company, Old Greenwich, Conn. 06870.

The Grandmother Conspiracy Exposed. Lewis A. Coffin, M.D. illustrated by Russell Myers.

Improving Your Child's Behavior Chemistry. Lendon H. Smith, M.D.

Cooking With Love And Wheat Germ. Jane Kinderlehrer, Rodale Press.

Diet For A Small Planet. Francis Moore Lappe, Ballantine Books, New York, New York 1971.

Why Your Child Is Hyperactive. Ben F. Feingold, M.D., Random House, Inc., New York, New York 10022.

It's Your World. Ecology Guide, Troubador Press, 385 Fremont Street, San Francisco, California 94105.

The Wonderful World Within You. Dr. Roger J. Williams, Bantam Books, Inc., 666 Fifth Avenue, New York, New York 10019.

Chemicals In Your Food. Franklin Bicknell, M.D., Emerson Books, Inc., New York, New York.

Nutrition In Preventive Dentistry. Abraham E. Nizel, W.B. Saunders Company, West Washington Square, Philadelphia, Pennsylvania 19105.

Aerobics. Kenneth Cooper, J.P. Lippincott 1968.

The Trace Elements And Man. Henry A. Schroeder.

The Ecological Eclair. Frances Sheridan Gowart

The Natural Snack Cookbook. Jill Pinkwater

Disadvantaged Children: Health, Nutrition And School Failure. Herbert G. Birch and Joan Dye Gussow

Food Power: Nutrition And Your Child's Behavior. Hugh Powers, M.D. and James Presley.

SOURCES OF MATERIALS AND ARTICLES

Food Rights Handbook - The Children's Foundation, 1028 Connecticut Avenue, Washington, D.C.

American Journal Of Clinical Nutrition - 9650 Rockville Pike, Bethesda, Md. 20014.

CNI Weekly Report - Community Nutrition Institute, 1910 K Street, Washington, D.C. 20006.

Food Monitor - P.O. Box 1975, Garden City, New York 11530.

Journal Of Nutrtion - 2140 Shattuck Avenue, Berkeley, California 94704.

National Dairy Council - 6300 North River Road, Rosemont, Illinois 60018.

Nutrition Action - Center For Science in the Public Interest, 1755 South Street, N.W., Washington, D.C. 20009.

American Dental Association - 211 East Chicago Avenue, Chicago, Illinois 60611.

American Heart Association - 44 East 23rd Street, New York, New York 10010.

American Home Economics Association - 2010 Massachusetts Avenue, N.W., Washington, D.C. 20036.

Consumer Union - 256 Washington Street, Mt. Vernon, New York 10550.

Sunkist Growers, Inc. - P.O. Box 7888, Van Nuys, California 91409.

Price-Pottenger Nutrition Foundation - P.O. Box 2614, LaMesa, California 92041.

"Soured On Sugar" - by Daniel Henninger, National Observer, October 6, 1973.

"Killer On The Breakfast Table" - by Jane Ogle, Harper's Bazaar, October 1973.

Feingold Association - Feingold Association of the United States, 759 National Press Building, Washington, D.C. 20045.

The Children's Foundation - 1028 Connecticut Avenue, N.W., Washington, D.C. 20036.

FILMSTRIPS AND SLIDES

Obtain from the local school system a copy of the Audo Visual Nutrition films and slides.

"How Food Affects You" (1969)

Filmstrip ($5.50
Photo Lab, Inc.
3825 Georgia Avenue, N.W.
Washington, D.C. 20011

"Children Can Cook" (1973)

Filmstrip 20 minutes ($14.00)
Bank Street Films
470 Park Avenue South
New York, New York 10016

"Your Food - Chance or Choice" (1966)

Filmstrip, Teacher's Guide, Record ($5.00)
National Dairy Council
866 Third Avenue
New York, New York 1002

SINCE YOU ASKED . . . . . .

Alfalfa Sprouts, Raw

1 Cup

23 Calories

16 Grams Calcium

20 Mg. Vitamin C

2.9 Grams Protein

Mung Bean Sprouts, Raw

1 Cup

37 Calories

14 Grams Calcium

20 Mg. Vitamin C

4.0 Grams Protein

. . . . . .

IN CONCLUSION

From Hippocrates, 400 B C who wrote 70 books on medicine -

"YOUR FOOD SHOULD BE YOUR MEDICINE AND YOUR MEDICINE YOUR FOOD".

FOOD FOR THE WHOLE PERSON - BODY, MIND AND SPIRIT.

"YOU ARE WHAT YOU EAT"

Dear Mrs. Sloan,

The Nutra Lunch Program you instituted has proven so beneficial in our Methods and Materials in Teaching Reading course that we wanted to share our implementation of the program with you.

Our In-Service Training Course is composed of Metro area classroom teachers and meets in the evening at The Meadows School.

We opened our presentation by relating the history of sprouting to the class. For the second step we demonstrated the process of preparing the sprouts for germination. After showing them the different steps involved we had a tasting experience by letting them prepare their own sprout sandwiches. For the fourth step we displayed a series of slides showing students preparing sprouts in the classroom. The final phase of our exhibit was a discussion of the various resource materials available through the media center.

We thought our experiment with the sprout project might be of interest to you since our idea was derived from the Nutra Lunch Program. Our class was quite receptive to our demonstration, showing a great deal of enthusiasm. We all agreed that through Mrs. Carter's assistance and the influence of the Nutra Lunch Program our project was a success.

Sincerely,

Mary S. Carter, Food Service Manager

Beverly Sutherland, Teacher

Carolyn Tolleson, Teacher

INDEX OF ACTIVITIES

Breads	Page 12
Better Breakfast Units	11
Classroom Teacher Notice	28
Classroom Projects	104
Animal Experiements	112, 113
Black History Month	106, 107
Carob Alternative to Chocolate	122
Complementary Protein	104, 105
Dutch Treat	114
Food I Eat	117
French, S.L. Lewis	116
Hamil's Nutra Solar Bar	119
Health And Nutrition Fair	118
Israel	109, 110
Library Week	120
News Spotlight	115
Trim-A-Pound	123, 124
You Knead To Know	121
Display USDA Foods	11
Faculty Brunch	15
Finances	14
Food Experiments	11
Foreign Menus (also see World Wide, page 70)	11
Fun Projects	29, 30, 31, 32, 33
Grade Level Activities	16
Lower Elementary	16, 17
Upper Elementary	18, 19
Middle, Senior	19, 20, 21, 22
Kitchen Tours	8
Menu Planning	10
Models Experimentation	23, 24
Science, Math, Social Studies, Art, Music	24, 25, 26, 27
National School Lunch Week	13
News Bulletin and Radio	15
Principal's Party	16

SHOW AND TELL

American Education Week	Page 42
Cliftondale's Cookbook	50, 51, 59, 60
Coleman's Cookbook	55
Comparison Brown and White Rice	61
Comparison Whole Wheat and White Flour	62
Food Day	64
France a la Spalding	40
French Christmas	46
French Week Menus	41
Have A Heart	44, 45
Letters To Terry	56, 57
Music in Schools	63
National Library Week	65, 66
Nutra Lunch	69
Nutrition Unit	53
Organic Gardening	52
Sunflower Seed	43
The Potato	43
Word Games	58
Special Occasion Meals	14
Special Programs	15
Sugarholic	102
Surveys	13, 68, 69
Tasting Parties	11
Television Programs	13
World Wide Menus	70

NUTRITION UNIT

KAY YOUNG

1978

NUTRITION UNIT FOR PRIMARY GRADES

This unit was developed by Kay Young at The Meadows Elementary School in Fulton County.

All activities included have been carried out by a first grade class. All films have the order number from the Fulton County Audio-Visual Department.

The activities in this unit have been successful due to the cooperation of the Food Service Manager, Mrs. Mary Carter.

INITIATING ACTIVITIES

I. The class was taken on a tour of the kitchen by the Manager. The children saw bread making, storage of foods, sanitary precautions and many pieces of equipment used in food preparation.

II. A skeleton model was borrowed from a high school. The children were encouraged to observe, touch and explore. They asked questions about bones. Examples: What happens when bones break? Are your bones this big? Will they be this big when you grow up? How do bones get big? What do they need to grow? What happens if bones do not get what they need?

Discuss skeleton as a "framework of bones".

Discuss joints as places where bones join together. Stress the protective function of the bones such as: skull protects the brain; rib cage protects the heart and lungs. What safe places for them to be! Stress that calcium is what bones need in order to grow and develop.

Allow children to ask questions and talk. Begin to turn thoughts of bones needing proper food so they can grow. Emphasize the importance of good food and exercise. Talk about how people feel when they do not eat right - lack of energy - depressed and disinterested - grouchy and irritable - frequent sickness.

Allow children to compare size and length of their bones to adult skeleton model. The long leg bones are easiest to compare. This gives visual demonstration of how much growth will take place. Guide the children to conclude that: "206 bones will need a lot of good nourishment to complete their growth".

Stress that growth continues throughout the teen years. Good eating habits should be developed early.

Film: TAKE JOY #0330: Stress movement and function of bones in movement. Most significant aspect of film is health book, feeling of well being that results from exercise, proper food and rest.

I. Class has been divided into five (5) research groups for Library work. I have planned with the Librarian so children will bring back information and materials for classroom use.

Group I went to Library today to research the Four Basic Food Groups.

CONCEPTS AND OBJECTIVES:

1. To help children understand that living things need food to give them energy, to help them grow and help them look and feel their best.
2. To acquaint them with the four basic food groups and what is meant by a balanced diet.

Group I reports to class. Allow question and answer time. Materials were brought back to class. Poster of 4 Food Groups aids discussion. Library time was 45 minutes.

FILM STRIP: GETTING ALONG #9008 Kindle series with tapes. The filmstrip Smiles is about understanding the feelings of others. This filmstrip was used to prompt discussion of how to work well with others since we will be working in small groups throughout this unit. Stress listening to others and being courteous.

II. Children were introduced to the idea of growing sprouts and asked to bring in a glass jar for that purpose. Jars were labeled and cleaned.

Children were asked to draw a picture of what they ate for dinner last night and another picture of what they would like to eat tonight. Pictures were then discussed in light of the 4 basic food groups.

III. The model of the human body was brought into class. (If your school does not have one, you can order "George" from A.V. Department.)

We traced the path food takes through the body. We discussed how the stomach breaks down food and uses it for growth and repair. We reviewed the function of the bones and discussed how the organs we could now see needed strong bones for protection.

CONCEPTS AND OBJECTIVES:

- The children should understand that food is used by the body for growth, repair and maintenance.
- Proper health and growth demands a wise selection of foods (Review of 4 basic food groups)
- The children should understand that one's health and weight is determined by the quality and quantity of one's nutrition.
- The children should understand that the body changes solid food into simplier substances used by the body through the digestive process.

Students were encouraged to examine and explore the model of the body. Ample time for questions was allowed.

IV. Mrs. Carter, Food Service Manager, came to our class to talk about the sprouts we will begin on Monday. She talked about the Chinese origin of sprouts, she introduced the concept of Vitamin C. We talked about what the sprouts need to grow - moisture, light and air. Mrs. Carter left us the Type A Menu booklet and we classified the foods from menus into the 4 basic food groups. Question and Answer Period.

FILM: #0822: HEALTH: EXERCISE, REST AND SLEEP. A very good film which emphasizes the importance of good health, proper diet and exercise.

CONCEPTS AND OBJECTIVES: *Sprouts provide a great deal of Vitamin C.
*Sprouts need air, moisture and light to grow.
*Total health involves exercise, proper diet and rest.

V. We started our sprouts! We reviewed the process for growning sprouts and each child measured the beans and water for his/her jar. Jars were labeled with the name of the child.
All processes are written on charts for children to read. Directions are also charted. The children are encouraged to paint about the subject and their own words are charted below the painting.

VI. The sprouts were drained, rinsed and covered. The children observe and record changes in the sprouts. The second research group went to the Library to research the topic Health And Nutrition. They report to class on the information they found. They brought some materials back for class use (Books and Filmstrips) Question and Answer Session follows the report.

CONCEPTS AND OBJECTIVES For Group II:

*Nutrients are substances in food used to nourish the body.
*Understand the body needs Vitamins A,B,C and D. Know that milk is the most complete food. Stress importance of Vitamin C. Know that it cannot be stored in the body and must be replenished everyday. Discuss sources of Vitamin C.
* Understand that Vitamin capsules are helpful. Natural foods offer good sources of all vitamins.

FILM: #0826 HEALTHY FAMILIES: A very enjoyable film about animals in a zoo. The zoo vet tells how he cares for them and keeps them healthy; good food, rest, exercise, etc. Concept of all living things having basic needs for good health is apparent. The children really like this film.

VII. Children take responsibility for rinsing sprouts every morning and afternoon. Changes are observed and reported.

VIII. The "Healthy, Well-Fed And Wise" series from WABE radio arrived. The tapes are excellent for primary grades. There are eleven (11) programs (15 minutes each.) I sent them three (3) blank tapes and they recorded them for us. When our class completes the unit, the tapes will be put in the School Library for total school use. These tapes are highly recommended. I am using them at a learning center. The children really enjoy. . . and learn.

IX. Group III goes to library for research on "Pollution And Chemicals". They answered basic questions of how pollution and the use of chemicals affect us via the food we eat. This group was very interested in the topic and stressed the advantages of family gardens.

X. Our sprouts are ready to eat! The Sprout Party was planned. The children worked in small groups. All jobs and directions were charted and reviewed with total class. Jobs included: grating cheese, grating cucumbers, grating carrots, sliced bread* (supervise the latter.) Large soup bowls contain all the prepared ingredients - also use a bowl for safflower mayonnaise and one for sprouts. Children go to the table two at a time to prepare sandwiches. They put mayonnaise on the bread with a spatula, then they take a pinch or two of each ingredient. Sprinkle the carrots, cucumbers, cheese and sprouts, as indicated above, on one side of the bread. Put the other slice on top and place on tray. Have children use plastic gloves for this. The sprout sandwiches were served at milk break. They were delicious! Procedure for growing sprouts is listed at the end of this unit.

*Cracked wheat king size bread prepared by Food Service Staff.

XI. Group IV goes to library for research. Topic is "How Food Gets To Us". The entire process of growing food, canning, freezing, delivery to stores is explored. Children are given an overview of the sequence of farm to kitchen.

XII. MAKING POP-TOP RAISIN BREAD: Recipe taken from Kids Are Natural Cooks, by The Parents Nursery School. (See Book List.) Children worked in groups to make the bread. This is easy to do and the children love it because the loaves are baked in coffee cans. As the yeast causes the bread to rise, the plastic lid of the coffee can "pops" off. This delights the children. The bread tastes delicious. We served it at milk break time, spread with butter. Recipe is included.

XIII. Group V went to the library for research on topic "How Do Our Bodies Get What They Need To Grow"? This group provided a recap of all topics in unit. The basic needs of the body - proper diet, exercise, and rest were covered. Basic 4 food groups and the benefits of natural foods were noted. This group also touched on subject of "snacks".

XIV. FILM: SNACKS COUNT TOO: #0898 Concept: Healthful snacks are energy producing and good tasting. For a special treat, we made ice cream sundaes. We used natural ice cream, melted carob and crushed peanuts on top!

XV. Slide photographs were taken of all activities throughout this unit. Towards the end, a group of children arranged slides of our activities, the Nutra Lunch Program and Classroom Projects. A tape was made by another group of children to explain the slides. The pictures and tapes were placed in the library for use in classrooms throughout the school.

XVI. As a culminating activity, our class took a field trip to a health food store. We looked at the many foods available and discussed natural foods and their

sources with the owner. We all enjoyed a cup of frozen yogurt and walked back to school!

TO GROW SPROUTS:

See: A GUIDE FOR NUTRA LUNCHES AND NATURAL FOODS by Sara Sloan, Food Service Program, Fulton County Schools, pages 153 - 159.

1. Obtain seeds or legumes for sprouting. Alfalfa seeds, Mung beans, Soybeans, Watercress, Lentils, Sunflower seeds, Radish, or Wheat Berries. Buy only untreated seeds.
2. A wide mouth jar is best. Measure seeds and pick over them. Wash seeds and place in a jar. Use four (4) cups of water to 1 cup of seeds. (1 tablespoon seed in a pint jar.)
3. Place a piece of cheesecloth (doubled) over mouth of jar and secure with a rubber band or jar top ring.
4. Soak seeds overnight. Drain and save vitamin rich liquid for soups or watering plants.
5. Do not remove cheesecloth. Rinse seeds thoroughly. Drain off all excess water. Turn jar to an angle and drain off water thoroughly.
6. Place jar on its side and keep fairly dry - position jar so air can circulate. Cover with paper bags or towel to provide darkness. Rinse sprouts morning and evening for three or four days until sprouts get to desired length.
7. Place in sun light to become greener. Leave only a short time or they will burn.
8. When green has developed, sprouts are ready to be rinsed in a colander, thoroughly drained and placed in an airtight container in refrigerator and kept for several days.

POP TOP RAISIN BREAD

Recipe From:

KIDS ARE NATURAL COOKS
by PARENT'S NURSERY SCHOOL

These loaves come out round because you bake them in coffee cans. The dough lets you know when it's ready to go in the oven by popping its top.

1/2 cup warm water
1/4 teaspoon ginger
1 teaspoon cinnamon
1/2 teaspoon nutmeg
1 tablespoon honey
2 packages yeast

Let the bowl sit in a warm place for 15 minutes, until the mixture is bubbly. Meanwhile, butter the insides of 2 one pound coffee cans. Also butter the lids (plastic).

When the yeast mixture is bubbly, stir in:

3 tablespoons honey
2 tablespoons salad oil
1 teaspoon salt
1 can (13-ounces evaporated milk)

Measure 4 cups unbleached flour. Add the flour to the mixture a little at a time stirring well. The dough will be heavy and sticky. Then stir in:

1 cup wheat germ
1 cup raisins

Put half the dough in each coffee can and put the lids on. Put them in a warm place to rise about an hour, until the lids pop off. Set oven at 350^{o}. Take the lids off and bake the bread about 45 minutes until golden brown. Let cool in can 10 minutes and slide out to cool some more. Delicious with cream cheese, butter, or peanut butter!

NOTE: Pyrex or stainless steel containers for baking bread are more desirable because of tin and lead found in coffee cans. The container must have a lid for "popping".

RESOURCES:

PETER RABBITS NATURAL FOODS COOKBOOK - Arnold Dobrin, Illustrated by Beatrix Poller. Copyright 1977.
A very good book with great appeal for children. Recipes are easily done in any classroom. The section on desserts contains some recipes that require sugar, however, you can substitute honey when possible.

DAIRYMAN DON - Cynthia Chapin, Albert Whitmar And Company, Chicago, Illinois 1964

I LIKE VEGETABLES - Sharon Lerner, Lerner Publications Company, Minnesota 1967

THE APPLE AND OTHER FRUITS - Millicent E. Selsam, William Morrow Company, New York, New York 1973

THE FRUIT BOOK - Cynthia Overbeck, Lerner Publications, Minnesota 1975

YOUR FOOD AND YOU - Herbert S. Zim, William Morrow And Company, New York, New York 1957

THE VEGETABLE BOOK - Cynthia Overbeck, Lerner Publications, Minnesota 1975

THE CARROT AND OTHER ROOT VEGETABLES - Millicent E. Selsam,W. Morrow Company New York, New York 1971

FOOD IS FOR EATING - Illa Pondendorf, Children's Press, Chicago, Illinois, Cpy. 1970

LET'S FIND OUT ABOUT BREAD - Olive Burt, Franklin Watts, New York, New York 1966

I LIKE FRUIT - Ethel Goldman, Lerner Publicatons, Minnesota 1969

KIDS ARE NATURAL COOKS - Parents' Nursery School, Haughton Mifflin Company Boston, 1974. This book is the best on the list.

THE NATURAL SNACK BOOK - Jill Pinkwater, Four Winds Press. Very good book. Excellent recipes. New York, New York 1975

HOW TO MAKE ELEPHANT BREAD - Kathy Mandry and Joe Toto, Pantheon Books, Toronto, 1971

ORDER BLANK

NUTRA
SARA SLOAN
P.O.Box 13825
Atlanta, Georgia 30324

Please send_____copies of FROM CLASSROOM TO CAFETERIA A NUTRITION GUIDE FOR TEACHERS AND MANAGERS at $7.50 per book which includes handling and mailing. Georgia Residents, please add State and local sales tax.

Name_____

Address_____

_____

Please make checks payable to:
SARA SLOAN

ORDER BLANK

NUTRA
SARA SLOAN
P.O. Box 13825
Atlanta, Georgia 30324

Please send_____copies of FROM CLASSROOM TO CAFETERIA A NUTRITION GUIDE FOR TEACHERS AND MANAGERS at $7.50 per book which includes handling and mailing. Georgia Residents, please add State and local sales tax.

Name_____

Address_____

_____

Please make checks payable to:
SARA SLOAN

ORDER BLANK

NUTRA
SARA SLOAN
P.O. Box 13825
Atlanta, Georgia 30324

Please send_____copies of FROM CLASSROOM TO CAFETERIA A NUTRITION GUIDE FOR TEACHERS AND MANAGERS at $7.50 per book which includes handling and mailing. Georgia Residents, please add State and local sales tax.

Name_____

Address_____

_____

Please make checks payable to:
SARA SLOAN